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OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION



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JUNE, 1949



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The ATA Magazine

ERIC C. ANSLEY, Managing Editor
Imperial Bank Bldg., Edmonton

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PROVINCIAL EXECUTIVE ALBERTA TEACHERS' ASSOCIATION

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Editorial . . .

EVERY TEACHER CAN HELP

SIX thousand teachers are looking after the education of 160,000 boys and girls in Alberta. They are strategically located in every city, town, village, hamlet and rural area in the Province. They have daily contacts with their 160,000 pupils and frequent contacts with parents, civic leaders, professional groups, church groups, clubs, lodges, golf clubs, tennis clubs, bowling leagues, curling clubs, etc. It is up to every one of the 6,000 teachers to see that the public knows what the Association as an organization and the teachers as individuals are doing. In public relations it must never be forgotten that contact is with individuals. Groups are made up of individuals and most individuals belong to several groups.

Every teacher can help by doing a good job of teaching in the classroom . . . which is the very best kind of school publicity and public relations. What the pupils say at home about their teacher determines the attitude of the parents towards the teacher and the school. Every teacher should be constantly on the alert for new ideas, new methods, new practices in teaching. No teacher is smart enough to fool his pupils for very long, with worn out second-rate stuff. Every teacher can present the schools to the parents through the children as the teachers want the public to see the schools and should keep that objective always in mind.

Every teacher should meet with the parents frequently, not only after there has been trouble. Of course, it is necessary that teachers learn how to deal with parents, especially those who are worried about their child's progress in school. If the teacher handles such an interview as it should be handled, the parent will always feel grateful that his boy or girl had a capable, understanding and interested teacher—one who regards his every pupil as a sacred trust. Most parents like the people who like their children, and can be expected to support the teacher and the school their children like.

EVERY teacher can help his profession by supporting some community activities, social, religious, civic, fraternal or athletic. Naturally people must judge the teaching profession by the teachers they know. Teachers should know as many people as they can, and should openly strive to be favourably known to individuals in several groups. Every organization in a community can have at least one teacher as an active member. This should not be left to chance. It should be planned. If teachers want to build favourable public attitudes, they should always remember that the best approach is through personal

contacts of many years, which have resulted in the mutual confidence that grows out of long acquaintanceship.

The Alberta Teachers' Association is running a publicity campaign in 53 Alberta newspapers. Also a part-time public relations officer has been engaged to keep teachers' activities and school problems before the public. The guest speaker at the 1949 Annual General Meeting was an expert in public relations and educational publicity, Mr. Robert E. McKay of the California Teachers' Association staff. Last year, Dr. Stewart Harral, Director of Public Relations for the University of Oklahoma, gave the councillors the benefit of his years of experience in public relations work. The Association is planning to hold a **workshop in Banff** the end of August for one teacher from every Local. One of the main topics will be public relations under the direction of Mr. Robert E. McKay. Everything helps. But remember that the resistance to the kind of public attitude that we want to have towards our profession is strong in Alberta. It will take years to break down these prejudices, most of which are the results of individual experiences in school. To get the right kind of public support may take years of work and will require the co-operation of every teacher, every Local, and the Executive of the Alberta Teachers' Association. Teachers, and teachers only, can raise the status and prestige of their profession, only by convincing the people that teaching is the profession on which all other professions, business and industry depend.

THE SCHOOLMASTER RETIRES

Reluctantly he shuts the schoolhouse door,
A life's work ended and a quest begun,
He thinks of texts that he will hunt no more,
Of maps, of charts, designs of problems done.
They will survive as tokens of a chase
That led his boys and girls from dark to light,
The mountain climb of man in time and space
From fens of blindness, high toward peaks of sight.
The sum of all he did and what it means
Cannot be audited; too many lives
Must burgeon still. His recollection gleans
A blur of children, classrooms, humming hives
Where none could tell by any valid measure
Whose gift would be of dross and whose of treasure.

—ELIAS LIEBERMAN.

(Reprinted by permission from *The New York Times*
for April 21, 1948)

Our President's Column . . .

I must take this opportunity to thank sincerely those Locals and many friends who supported me in our recent elections. At the same time, I must express my deep appreciation of the congratulations extended to me by my opponent and personal friend, Anders O. Aalborg.

Your Executive met for the first time on the Thursday following the Annual General Meeting to set up committees and to act on pressing business. For the first time in the history of our Association the membership of the Executive Council includes more than one woman—three to be exact. Undoubtedly the deliberations of this august body will reflect the change in composition.

Matters which will occupy much of our time during the ensuing year will include the proposed supplementary pension and benevolent fund, the new Alberta Teachers' Association building, provincial salary schedule, and legislation affecting education. There is little reason to expect that this year will be any less busy than 1948.

One of the major decisions arising from unfinished business was to carry forward an experimental workshop session in Banff during late August. Details of the plan have gone forward to Local Councillors. The decision is in line with the policy of the Alberta Teachers' Association to acquaint ourselves with some of the facets of the problem of public relations.

Those of us who were present at the Easter Annual General Meeting were glad to hear from George Croskery, General Secretary of the Canadian Teachers' Federation. Mr. Croskery was pleasantly impressed by the workings of our Annual General Meeting, and, on the other hand, we in Alberta were very pleased to have some personal contact with the Cana-

dian Teachers' Federation at our convention.

A few words about our Alberta Teachers' Association here and now might not be amiss. Too frequently those of us who are close to the turmoil of activity become critical and impatient. There are many of us who would make over the world anew overnight; who disparage and discount our achievements of today in pressing haste to realize the ambitions of tomorrow. Probably there is not too much to be found wrong with an organization which has brought us so far along the road toward the ultimate goals of professionalism. When we consider our beginnings, the stature we have gained, and the distance we have travelled since our inception, we may have some cause for satisfaction. However much or little we have accomplished, has not been done in one glorious sweep, but by the accumulation of little gains here and there, by the devotion of men and women to the cause of education and to the Alberta Teachers' Association through the discouraging twenties, the hungry thirties, and the warring forties. The tale of progress has not been easy; it relates antagonism, apathy, divisive forces, all the factors, which however irking at the time, have yet helped to fuse the character and the purpose of our provincial Association.

THE true measure of our success as a force for good in the service of education cannot be measured in salaries, in pensions, in security of tenure alone. We may not easily find this test for success, but we can never rest until the profession has taken hold of the collective hearts of its members. It must hold and compel the loyalty, devotion, respect, and love of all who belong. We must come to

the point of advertising to all that this is the service we want to do; we must come to the point that we actively solicit from within the ranks of our students those, who by aptitude and ability, are the best—for the job of teaching the children of tomorrow.

We must never lose sight of the fact that our Alberta Teachers' Association must always be willing to give leadership in education; it must preach the cause of education with all its energy down through the years; it must be willing to fight on every front for the cause of education; we must go to the public, we must go to the legislature; no avenue of effort should be left unexplored, no stone should be left unturned. We must join hands with those who are involved in this business of education when it is in the interests of education, and just as vigorously oppose when we feel that those interests are menaced.

The Alberta Teachers' Association

must always be a dynamic force in the Alberta education picture; this singleness of purpose more than any other factor should unify our effort and submerge our fleeting divisions. The Alberta Teachers' Association may make mistakes; it will certainly make enemies; it will certainly fight with every sinew and every resource at its disposal any attempt to pause or to retrace any steps along the road to professionalism. No organization expecting as much can ever be satisfied with less.

If we can keep uppermost in our hearts our dedication to the cause of better and more equalized opportunity in education for all our children we can never go far astray. Then we can, mindful of our strength and of our weaknesses; recognizing the heterogeneity of our group—age, sex, salary, training, and academic attainments—move ever forward as a single united force through the years ahead.

Salary Schedule for Medicine Hat School Division No. 4

	1 Year	Years of Training		4 Years
		2 Years	3 Years	
1. Basic Salary	\$1,600	\$1,800	\$2,000	\$2,300
2. Increments—Eight annual increments of \$100 each.				
3. Allowance for Previous Experience—Up to eight years at \$75 per year except for teachers with letters of authority, in which case maximum allowance shall be \$225.				
4. Allowance for Supervision and Administration—Principals: \$50 per room other than the Principal's own room.				
5. Beginning September 1, 1949, each teacher remaining in the Division shall receive at least \$100 increase over his salary for 1948-49.				
6. This schedule to go into effect September 1, 1949.				

NOTE: In this Division the salary schedule up to date has been a positional type. This year the Board accepted the proposal of the teachers that a single salary schedule be adopted. The Board is to be congratulated on its appreciation of the services of some of the members of the staff, who under the single salary schedule would be receiving several hundred dollars less than previously. Those teachers are not only being maintained at their old salaries but are being granted an increase of \$100 each.

TEACHERS SPEAK UP

GUY M. RUNNINGER

Reprinted from *Illinois Education*

How can teachers be professional with an inadequate professional salary whether in Alberta or in Illinois?

IT WAS with mingled emotions that I read several articles in the January issue of *Illinois Education*, and now I would like to present a few facts with which men teachers past middle age are very familiar and most women teachers know nothing about.

First of all, let me say that I am more fortunate than many of my fellow teachers. I have been in one of the best school systems in the State of Illinois for 28 years. Both salaries and working conditions are much above the average. If I had daughters I would like very much to have them graduate from college and teach a few years, because there are many advantages in this type of work for women who have only themselves to support.

Since I have no daughters, but do have three sons, I am doing and will continue to do everything possible to keep them from becoming teachers. The reason is very simple.

I have not been able to raise a family, protect them, and help educate them on a teacher's salary. In the last 10 years I have, outside of my school duties, labored in a steel shop, been a carpenter on building projects, and a clerk in a store. I know no 40-hour week or long summer vacations. I do not have time to enjoy the better things of life, and am too busy to spend much time with my family. If I did not do this extra work my family would go ragged and uneducated.

Doesn't Fit In

The failure of the teaching group to raise themselves to professional

status was given as one reason for teacher shortage. I would like to have someone tell me how I can feel like a professional man when I come home dirty and tired from nine hours' work in a steel mill or on a building project with my hands and face so grimy it's impossible to get clean.

No, I'm not ashamed of this kind of work, but it certainly doesn't fit into the professional picture. Still it makes me happy to know I can do work other than teaching, and I learn many things no teacher ever learns in education classes.

One night in the mill four of us were moving big sheets of steel. One big husky steel worker asked me where I worked before I came to this shop. I told him I was a school teacher. A look of astonishment came in his eyes as he gazed at me a moment, then he replied, "By —! You're all right anyway." The last night I worked before going back to school one of the older men came over where I was working to tell me goodbye. He said, "Many of the men when they learned you were a teacher placed bets on how long you would last here, but you showed them all."

Not much imagination is required to know from these two incidents and many others just what the average laboring man thinks of the teachers to whom the education of his children is entrusted. Professionalism is a fine thing for women teachers or men who have time to be professional, but if the security and welfare of a man's family has to be sacrificed to that end, then I would rather not be professional.

All Right for Girls

Now in answer to many suggestions or demands that teachers must be responsible for recruitment of future instructors. I have already stated my position. I would recommend to any girl who had possibilities and an interest in the work to prepare for teaching, but, of course, I couldn't recommend to a boy that which my own sons must not do.

I helped steer my oldest son away from a teaching career. Now he is very happy in another profession where the public is willing to pay for services rendered. His first year out of school his salary was the same as my teaching salary after 28 years' experience. He is doing as much for society as a teacher, and his family will have many of the advantages of life that mine never had.

No man teacher in our school system since I have been here has ever had a son who prepared to be a teacher, nor do I know of any anywhere who would give their sons any encouragement to enter the teaching profession. I know of many, like myself, who have used their influence in the opposite direction.

* * *

Bob, a recent graduate, a good student and a very fine boy, entered a good engineering school. After six months he came to me and asked if I thought he should change his course and prepare to be a high school teacher, as he was in doubt about his interest in engineering. I showed him our new salary schedule. Start at \$2,400 a year, and by spending six summers and all the money he could possibly save, in summer school, he

could 15 years later reach the salary of \$4,100, where he would stop. Bob was not interested, nor would any other bright, ambitious, young man be interested in such a future.

Clear Conscience

Some day 20 years from now as I hobble down the street on my cane, and meet my former students, I can look every one of them in the eye with a smile and a clear conscience, because I will know that I never encouraged one of them to sacrifice the security of his family on the altar of the teaching profession.

Of course, the answer is, "But teaching will improve." I have heard this story for 50 years. Teaching has improved, but not nearly as fast as other lines of work. I am getting four to five times as much as high school teachers received half a century ago, but carpenters and bricklayers are getting eight to ten times as much. When the demand for workmen is great, their wages go up. When the demand for teachers is great, temporary certificates are granted to get cheaper instructors. And nobody does anything about it except deplore the fact that better teachers cannot be obtained for the same low salaries.

There is only one way to get better teachers for our children, and that is by paying salaries that will attract better people. Why try to disillusion ourselves by going about the task every other way, such as teacher recruitment, foolish contests, and professionalism? The butcher, baker and landlord will not accept promissory notes, and self-satisfaction is a very poor substitute for family security.

In 1950, Canadian Education Week will be held March 5th to 11th inclusive.



I LIKE MY HOME TOWN

B. M. APPLIGATE

Reprinted from *The Rotarian* with permission

THERE are voices calling through the lingering Summer dusk along my friendly street, children's voices at play, and soon the voices of parents uplifted from porch steps. "Joy, Mary, John! It's 9 o'clock. Come home!"

The night settles down peacefully over our town. The curfew clangs its 9:30 warning and the lights snap on one by one up and down the streets.

There's a clover-laden breeze ruffling the leaves of the elm trees along the parking.

Rocking chairs are creaking slowly, contentedly, on front porches. Now and then a match glows warmly in the shadows of the Virginia Creeper vines on the Smith porch and I hear Sally's voice ring out in sudden laughter. The blue Chevrolet out in front belongs to that nice young fellow who works in the bank. Sally's been seeing a lot of him lately, and I wouldn't be a bit surprised if,

maybe this Summer, sometime, maybe in the Fall.

... Romance is a pretty thing to watch developing from your front door step.

I like my little town. I like the people who pass my house, who greet me at my place of business. I like to have them call me by my first name. I know almost all of them well, and I know their history, and their parents' history. Remembering back, I know why the Cowan girl sings like a lark. Her grandmother had the voice of an angel. And I know why Bob Stevens has those black, ugly moods. His father died in a sanitarium. Knowing the histories, I am more tolerant of them all: of Minnie Smythe who directs our small-town society like a band leader, since her husband became president of the bank. Minnie and I went to school together. She was a pretty girl always. Her father ran a dairy at the edge of town when she married Paul. I am more tolerant of poor John Pratt, who

never had a dime and never will. He has a charming smile and the most amusing tales to tell. And of Ned, the half-grown imp who occasionally mows my lawn, and who, when the fishing's good, forgets to appear. I like my neighbors. I find them interesting.

I like knowing the buildings in my town. There's a feel about buildings. You get to love them like the faces of your friends.

THERE'S the gray, wind-lashed three-story Larisee mansion on Fourth and Oak streets with its gingerbread frescoing, its balconies and massive *porte-cochere* that looks down on me as I go to work each morning, like some portly old dowager in gray silk and a waist-length necklace. The dowager has a grease spot on her dress.

I like to walk past the ample-girthed red-brick bakery with its tantalizing whiffs of fresh-baked bread and pies and cakes; and the city hall with its false facade of Ionic column. I like my own office, bare and soot-stained with six gaudy calendars of pretty girls.

I like pretty girls. I like to be able to say when the high-school band parades in the Fall, "That blonde in the cheer leader's sweater is Mary Shandrow. I took her mother out on my first date." I like to boo at babies and kid their parents.

I like the way my town works. Our Mayor is a good man, thorough and conscientious. He and the council do their best to give us the measures we want. Sure, that street in front of our house needs patching, and the garbage collector is sometimes a bit erratic, but they'll get around to it in time. I like the way those men work, slow, easy, but let me tell you, when floods turned our little creek into a tossing river this Spring, those men on the council, those employees of the city, were up night after night, sand-bagging homes and the creek banks.

They're planning to dredge out the stream a bit now, I hear.

I like the way our women's groups sponsor children's activities. They've taken a great deal of pride in promoting a city park too, which will be a thing of beauty when it's completed. Of course they bicker and squabble a bit about who's to do what, and who's the most overworked, but down underneath they enjoy every minute of it. Makes them seem important. And you should see the way the Parent-Teacher Association worked this Spring on the town clean-up.

I like our school system. The buildings may be a trifle old fashioned. We haven't had to bond for new ones, but it coming up with the rising birth rate. We've a mighty fine man at the head of our schools, a citizen who has taken pride in the kind of education that our young people receive, a man who wants the best and most modern in good teaching. He's not a hair-brain, or a loudmouth. He's a quiet, thoughtful person, who knows our problems and tries to solve them. He's been here a long time. I expect he'll be here a long time yet.

I like the friendliness of my town, the back-yard exchange of roots and the bulbs and the slips in the Spring, the family picnics, and the neighborhood get-togethers. I like the way people say, "Hello," when you greet them, whether they know your name or not. I like to go to church on Sunday, and sit far back and watch my neighbors. Mrs. Hollenback, holding her youngest on her lap, while father Hollenback jerks young and mischievous Sammy up by his suspenders. I like the way they linger on the steps to exchange greetings, and maybe ask you over for Sunday dinner. I like the peaceful, clean Sabbath feeling that I have through the day.

I like my town, I like my people. I'm smug and contented. Sure we commit some errors, and we have our faults. But I like the way we do it. I like my town.

EXPERT IN LEADERSHIP

ERNEST O. MELBY

Reprinted from *The Education Digest* with permission

A revolutionary change has taken place in our concept of the "expert" in leadership. Under the earlier concept the expert was one who knew best how to teach, what was the curriculum content, and how the school should be administered. He told teachers and parents what to do and how to do it. Gradually a different concept has come into our profession. In our best leadership practice the expert is one who knows how to release the creative talents of those with whom he works.

Our faith in the future rests not only on our respect for the dignity of individuals; it depends also on our faith in the capacity of men to determine their own criterions of truth and value.

It is this concept of the creative nature of human personality which divides our world. The democracies believe that society will be more productive if organized so as to free the human spirit. Totalitarian patterns chain the human spirit.

In the application of creative leadership in the educational enterprise, we face two major tasks. One is the determination of the needed educational program; the other, putting the program into effect. Too often educational leaders confine their emphasis to the problem of how to get people to do certain things. Perhaps we have failed to realize the true nature of the educative process. When we have brought about the fullest release possible of the creative talents of children, we have achieved good education. Similarly, the fullest release of the creative powers of teachers and adults in the community is the immediate goal of every educational leader.

Ernest O. Melby is Dean of the School of Education, New York University. Dr. Melby has been to Alberta as guest speaker at fall conventions and he is expected to pay a return visit in the future.

Freedom and Security

The number of teachers who have settled into a routine of perfunctory time-serving is distressing. If you ask the teachers what they lack in creative leadership, they will emphasize the need for greater security, a greater sense of belonging in relationships with fellow workers, and more freedom to work and live creatively with children.

The present financial difficulties of the teaching profession contribute to a feeling of "jitteryness". The record of administrators in advocating better salaries and employment conditions for teachers is not a glorious one. Whatever gains teachers have made have come about through their own organization and effort.

But salary is perhaps not the most important form of security. There is a sense of one's own worth in relation to goals that are meaningful. The teacher who feels his principal has respect for his ability and real affection for him as a person has the foundation for security. The first requisite to leadership is a faith in people; the second, that the leader's faith be known to his associates.

SOME people curry favor with their superiors by keeping others in line, holding salaries down, and

being careful not to "stick their necks out" on controversial issues or in defense of those in difficulty. To release the creative abilities of others, you must forget about yourself and think about others and what is best for them. This is not heroism; it is scientific leadership. Our cumulative knowledge of the nature of the human organism and of human behavior demonstrates the potency of warm human relationships in releasing creative talents and stimulating group action and co-operation.

Most important of all, no one can do his best unless free to be himself. Too many administrators are afraid of freedom. Gestapo methods may catch the occasional offender; they also destroy the freedom of those who wish to give themselves fully to their jobs. Every year our educational institutions should abolish all rules and re-establish only those

absolutely necessary to successful education.

One of the greatest sources of frustration to teachers is a feeling that administrative pressures prevent them from being free in the classroom. Sometimes this feeling is imaginary—an alibi for lack of initiative. In other cases, lack of understanding or wrong personal attitudes may be responsible. Administrators are too often cold and non-communicative in their relationships. Perhaps excessive school size is responsible. High schools have too many departments and departmental chairmen. School systems have too many specialized supervisory officers who operate without proper integration. When building and equipment maintenance becomes an end in itself, it is a rigid control. Also, over-stress on economy gives many teachers the feeling that money, not educational ideas, dominates the system.

Salary Schedule for Red Deer Composite High School

1.	Years of Training					
	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5 Yrs.	6 Yrs.
Minimum	\$1,600	\$1,800	\$2,000	\$2,200	\$2,400	\$2,600
Maximum	2,400	2,700	3,000	3,300	3,600	3,900

2. Increments of \$100 per year.
3. Principal shall receive \$1,000 per year in addition to schedule.
Vice-Principal shall receive \$400 per year in addition to schedule.
4. \$100 per year shall be allowed for past experience to a maximum of 8 years.
 - (a) War services are to count as past experience.
 - (b) In the case of vocational teachers, experience in the field involved, other than classroom instruction, may be evaluated as past experience by the school board in consultation with the negotiating committee.
5. No teacher now on staff shall suffer a reduction by adoption of this schedule.
6. One year of training shall be considered as one year at the University of Alberta or its equivalent, or three summer sessions as given by the Department of Education, Alberta, or the University of Alberta, or their equivalent. Summer sessions taken elsewhere shall be evaluated on the basis of those given in Alberta by a committee of the teachers and the school board.

THE "DAFFY DILL"

STEPHEN COREY

Reprinted from *American Vocational Journal*

This article was sent to us by Ross Ford. Mr. Ford was a former member of our Association until he became Inspector of Schools, after which he was appointed to the position of Supervisor of Technical Training, Department of Labour, Ottawa. It is recommended that teachers read this clever article not only before going on holidays, but when they return to teaching in the Fall.

NO, I'm not very good in school. This is my second year in the seventh grade, and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the classroom, because outside I can tell them how to do a lot of things. They tag me around, and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never say very much. Seems like they don't think you know anything unless you can name the book it comes out of. I've got a lot of books in my room at home—books like *Popular Science*, *Mechanical Encyclopedia*, and the *Sears'* and *Ward's* catalogues—but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand I look it up in *Sears'* or *Ward's* first, and tell her if she's getting stung or not. I can use the index in a hurry.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course, I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not too sorry, though, because the kids who learned the Presidents had to turn right around and learn

all the Vice-Presidents. I am taking the seventh grade over, but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she



said she didn't see what a Diesel engine had to do with our experiment of air pressure, so I just kept still. The kids seemed interested, though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tear a big Diesel truck down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about 200 miles, and we brought about 10 tons of stock to the Chicago market.

He had told me where we were going, and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was it fun! I sat with a map in my lap and told him to turn south, or southeast, or some other direction. We made seven stops and drove over 500 miles round trip. I'm figuring out what his oil cost, and also the wear and tear on the truck—he calls it depreciation—so we'll know how much we made.

I EVEN write out all the bills and sent letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said—all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on "What a Daffodil Thinks of Spring", and I just couldn't get going.

I don't do very well in school arithmetic, either. Seems I just can't keep my mind on the problems. We had one the other day like this: "If a 57-foot telephone pole falls across a cement highway so that $17\frac{5}{6}$ feet



extend from one side and $149\frac{1}{17}$ feet from the other, how wide is the highway?"

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us kids made a broom holder and a bookend this term, and mine were sloppy.

I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner, and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer, but the shop teacher said that meant using metal and wood both, and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him ten dollars.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week, because the teacher said we couldn't be good citizens unless we did. I really tried, because I

(Continued on Page 46)

DYSLEXIAC - - NOT DULL

Reprinted from *The Ontario Public School Argus*

A FEW years ago in a large Eastern city, an eighteen-year-old boy was involved in a traffic accident. He had a driver's license that had been properly issued and was correct in form. There was, in fact, nothing irregular about it. But the case stirred up a hornet-nest of public indignation when intelligence tests indicated that the boy was feeble-minded. How did it happen, people wanted to know, that morons were being licensed to drive automobiles?

A few obscure scientists, following the case in the press, suspected the truth: that the lad wasn't feeble-minded at all. He simply couldn't read. To him the word *dog* looked like *god*. The numeral 423 seemed to be 324. At least, he would read them that way. Because the intelligence tests took reading ability for granted, the boy obviously couldn't cope with it. But that did not necessarily mean that he was feeble-minded.

Since then, psychologists have been trying to make us understand certain rather startling facts:

1. That the ability to read has very little to do with intelligence;
2. That many intelligent people—far more than you imagine—are not able now and never have been able to read;
3. That this unsuspectedly widespread lack of reading ability lies at the root of many cases of psychological maladjustment that plague present day society.

Nobody knows how many non-readers there are among your neighbors and mine. Scattered reports from all sections of the country hint at an unbelievable total. Nearly half of all children in the first grade have trouble learning to read; practically all first-grade failures come

from this group. In the third grade, 68% of failures are reading problems. Educational authorities agree that dyslexia (impaired reading ability) lies at the bottom of 70% of all school failures among children six to twelve years of age. And of those who don't fail, enormous numbers are passed into high school and even to college with scarcely better reading ability than they had in the fourth grade!

Outside of school, the handicap has serious ramifications. Juvenile delinquents, psychiatrists have discovered, often turn out to be unrecognized or mishandled cases of reading disability. Dyslexia puts psychologically damaging obstacles in the path of fifteen out of every one hundred grade school children in the United States.

Some of the common causes of dyslexia are glandular imbalance, defects of vision or hearing, confusions of handedness. Formerly it was believed that mixed handedness produced the curious phenomenon known as "mirror reading". They further reasoned that the human brain is divided into two hemispheres having almost identical functions. In seeing, for instance, the image seen by one hemisphere is the reverse, or mirror-image, of the picture seen by the other hemisphere. At any given moment, only one of these images is "seen" by a human being. The other is suppressed.

Most children that fail their grades can't read well, but not all children who can't read are feeble-minded. Dyslexiac — impaired reading ability — causes 70% of failures in the elementary grades.

Clearly, if this hypothesis is true one of the hemispheres has got to be dominant at all times or there is bound to be confusion. If the dominance shifts back and forth between the hemispheres, as was presumed in certain types of dyslexia, rat will sometimes look like rat and then, suddenly, will look like tar.

Children, many authorities insist, are not born left or right-handed. They gradually settle one way or the other, but the process is still in a state of flux, pretty much, when they enter the first grade. Learning the mechanics of reading (one of life's most difficult tasks, by the way) is largely a matter of training children to look habitually from left to right. The art of learning itself is much more complex. Children with mixed dominance supposedly cannot learn to do this in the ordinary classroom. If this is the case as they stare at the page, the text turns all at once into a jumble of meaningless symbols, a sea of pointless anagrams. For reasons yet unknown, boys are three times more likely to be dyslexiacs than girls.

Most dyslexiacs go through life undetected. Only extreme cases come to the attention of persons and institutions equipped to help them. And even these are a small fraction of the cases that merit truly drastic measures. Hundreds of children turn up in juvenile clinics who have been in school seven years or more without their reading disability being recognized as the reason for their poor progress in school. In fact, they are referred to the clinics in the first place, not because of dyslexia at all, but because of typically derivative difficulties such as laziness, day-dreaming, absent-mindedness, lack of interest or seclusiveness. Such children are most always regarded as backward. Too often they are mistakenly put down as mentally deficient, by their parents as well as their teachers.

This provides, of course, the perfect background for the next step: The undermining of a child's normally happy outlook and the growth of twisted, unhealthy personality traits. He suffers continuous embarrassment in the classroom. He is scorned on the playground by other children. He becomes, with every report card, the victim of his parents' futile exasperation. The life of such a child becomes an anguish that follows him, even to bed, to invade his rest with night-terrors. Eventually, he either retires into a strange little, frustration-free inner world of his own creation, or else. . . .

Or else, to his unbounded astonishment and joy, he discovers that there are others like himself, and loses no time in making common cause with them. Naturally, they are already experienced in the ways of defiance of authority. He quickly learns all they have to teach—contrary to the opinion of his teachers and family, there is nothing whatsoever the matter with his brain, which is as sound as a dollar, nor with his wits, which are fine and razor-edged. From that point on, the path is primrose-bordered and may terminate in a courtroom.

During the war, more than a million draftees were rejected by Selective Service, or had to be specially classified, because of dyslexia. According to New York authorities, dyslexiacs exceed in number the total of the blind, deaf and insane. A noted Chicago psychiatrist, Dr. Daniel P. MacMillan (now deceased), one of the founders of the Dyslexia Memorial Institute at Northwestern University flatly stated that the carryover of reading disabilities into adult life reaches the astounding total of somewhere around 50%!

Society's non-conformers include large numbers of non-readers. They are, said Dr. MacMillan, "poor interpreters of written and printed advice and warnings of danger". In a

civilization based on speech, written and spoken, dyslexia is an obvious social hazard.

SOCIETY is quick to stigmatize the dyslexiac. A Brooklyn city official was discovered to be a non-reader. Indignant citizens demanded his resignation, and his career was in danger until a prominent judge, who understood the nature of the disorder, came to his defence and convinced the critics that the official's own record of performance of his duties was conclusive and overwhelming proof of his competence. Happy endings such as this are rare, however. A New Jersey policeman was summarily fired when his inability to read was discovered.

No matter how talented a dyslexiac may be, his disability steals from him the fulfilment of early youthful promise. But for dyslexia he would naturally rise to a position in the business or professional world commensurate with his other capacities. Usually he becomes just another of our modern era's frustrated millions, performing some routine job that tragically dissipates priceless potentials of mind and spirit.

It is overdrawing the picture, of course, to suggest that all, or even most, such children become juvenile delinquents. But the potentiality is there. Most dyslexiacs concentrate on abilities calling for a minimum of reading, or no reading at all. Many so-called "mechanically - minded" people may have had, somewhere in the background, a history of greater or lesser difficulty with reading.

"The non-reader," writes Dr. Joseph Jastak, a noted Delaware authority, "is a 'born' mechanic. He stands for all that is concrete, worldly and real, entertains a genuine dislike for the verbalist atmosphere of the schoolroom. During the verbal examination (at the reading clinic) he is apprehensive, withdrawn, surly, suspicious, dull, indifferent, hopeless-

ly bored. As soon as some manual work is introduced, his attitude changes. He becomes active, enterprising, self-reliant, accurate in judgment, planful, intelligent and resourceful."

Dyslexia is far from incurable—a fact implicit in the many new reading clinics now springing up in all sections of the country. Methods of treatment have been fully tested and standardized. A whole battery of special machines—ophthalmomographs, tachistoscopes, metronoscopes, flash meters, telebinoculars and roto-scopes—provides the expert with modern tools for both diagnosis and treatment. Results of treatment in many instances seem little short of miraculous.

At Harvard, a group of freshmen were found in need of remedial attention to enable them to handle successfully the work required by the university. After only twenty hours of training over a ten-week period, their reading rate went up from 215 to 335 words per minute.

A young lad treated at the Dyslexia Memorial Institute at Northwestern University for only ten months advanced five years in reading ability and rose scholastically from a backward student to an honor graduate.

THE Dyslexia Institute, by the way, is the only one of its kind—a medical group collaborating with specialists in other fields in the diagnosis treatment of dyslexiacs. The staff composed of nine members are all present at a conference after examining the patient, when their findings are reported and recommendations are made, which are used as a basis for remedial work. The entire staff is present to care for the abnormalities found in their respective specialties. It was founded in 1938 and has treated more than 200 patients. (Continued on Page 37)

What Every Teacher Should Know. . . .

1. **Transfer of teacher.** If a teacher is notified of a transfer, which is not acceptable, he may request a hearing before the board, within seven days after receiving the notice of transfer. He should ask the Alberta Teachers' Association for advice and representation at the hearing before the board.

2. **Termination of agreement.** The teacher may terminate the contract or engagement by giving notice on or before July 15 (Section 167 of *The School Act*).

3. **Termination of teachers' agreement by board.** The board may terminate the contract or engagement by giving notice on or before June 15 (Section 167 of *The School Act*). If a teacher receives such notice of termination of contract and wishes to appeal the case to the Board of Reference, consult with Head Office at once. Do not delay. Appeals to the Board of Reference must be made before June 30 (Section 171 of *The School Act*).

4. **Termination of Principal's agreement by board.** The board may give notice on or before June 15. (Section 178 (2) of *The School Act*). If a principal, or vice-principal, or

assistant principal receives such notice of termination of designation as principal, vice-principal, or assistant principal, he should consult with the Head Office at once. Do not delay.

The appeal to the school board under this section of *The School Act* must be made within seven days, and the office should have sufficient time to make arrangements for representation at the hearing of the board. The appeal to the Minister must be made within seven days after the hearing before the school board, in case the principal, vice-principal, or assistant principal is not satisfied with the reason given or the school board does not withdraw its notice.

5. **Appeal to Board of Reference.** In case a teacher's contract is terminated by the school board and the teacher is of the opinion that the school board has acted unreasonably and without due regard to all the facts, the teacher should communicate with Head Office at once for advice and assistance. Do not delay. The Head Office must have all information in time to prepare the necessary forms which must be sent to the Minister of Education not later than the thirtieth day of June.

SALARY SCHEDULE Drumheller School Division No. 30

1. Basic Salary — \$1,600.
2. Increments — \$100 for seven years.
3. Allowances for Qualifications:
 - (a) \$50 per course up to \$500.
 - (b) \$50 per special certificate up to \$100.
4. Allowance for Administration:
Principals, \$100.

JOE'S PILGRIMAGE

A. J. H. POWELL

YESTERDAY I came down to Wiltshire and saw what the Wiltshire County Council is providing in the way of high school education for my niece, Christine. The Headmaster, Mr. Farrar, showed me everything and gave me much valuable information.

The County Council bought the fine old Hardenhurst estate (pronounced Harnish, and I'm not foolin') of 45 acres and an old mansion; and, besides remodelling the mansion, built a completely modern school on a knoll commanding a splendid view of the town and valley. That was in 1939. It is instructive to note that this school (as I shall describe it) was provided in an agricultural county by a Conservative council, and is representative, therefore, not of the postwar drive for education, but of the characteristic English approach to education in modern times.

The flat land of the estate is laid out in two full-sized rugby fields, three hockey fields and a cricket pitch. Several acres are allocated to horticulture and vegetable production. (Some of the students write school certificate exams in horticulture.) The remaining sloping land pastures a flock of sheep, and is available for use as the needs and the scope of the school expand.

Let us go into the mansion first. The fine old portico leads us into the Headmaster's office, a light, commodious place with some good chairs and pictures. The stenographer has the next room, with ample space, equipment and shelving. On this floor also is a nice, airy library, well stocked with modern books. The annual library grant is \$320. Then we look into the dining room and kitchen. These are not bad—but they are not too good either, so the authorities

Teachers will be interested to see another article by Mr. Powell telling us about his experiences in England as an exchange teacher.

have just built a new dining hall—a typical "prefab" structure of concrete blocks and corrugated asbestos roofing, complete with a big kitchen and stores. This will feed 240 youngsters in two sittings. They get a two-course noon meal for 10 cents. The upper floors of the mansion provide classrooms, staff lounges, medical room and other utilities.

All the traffic ways on this campus are paved, and we follow one of these up to the main building, noting the well-stocked gardens and flower beds, as well as the beginning of a fruit orchard in the horticultural department. I take the opportunity to question the Headmaster about his staff. With an enrolment of 540 youngsters he has thirty teachers, two caretakers, two gardeners, two groundsmen, two cooks, four maids and four part-time cleaners.

WHILE you are gasping, let me say that this is a High School in the ordinary Canadian or U.S. sense. The pupils do not pay fees. They come here if they can pass the high school entrance tests and receive the recommendation of their elementary teachers (and of the Headmaster, who interviews them).

Well, we look in at the general shop (wood and metal work—some of the boys take the School Certificate exam. in shop, practical and theory); and then pass into the main building. It would almost suffice to say that this is a modern school on the Californian scale of provision. There is a

fine auditorium with a good stage and dressing rooms; a gymnasium with everything a gym should have; three large and three smaller science rooms and a science lecture room. The furnishing of these is adequate. There are twelve good microscopes, and I counted fifteen balances properly cased. There are heated coat-rooms, changing rooms and showers; jets for ten in a white-tiled room (boys' end and girls' end alike, of course). There are two dark rooms for photography work.

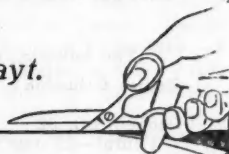
The students are provided with free exercise books, and all their textbooks are loaned for the year.

I recall that in one of his addresses our old friend, H. C. Newland, made a frank assessment of the actual results of all the changes and advances in education during the decade 1935-45 in Alberta. So long as adequate funds are not forthcoming, he said, the more it changes the more it's the same thing; meaning that in spite of all the fine philosophical phrases, a starved school system remains a starved school system. As I look over the educational scene here, I'm tempted to formulate a converse to our late friend's dictum, viz.: The less you change it, the more it changes itself, provided you express your living faith by pumping money into it.

One more observation, in case there isn't time for another letter from this side. My limited view of English schools has not shown me much of the 19th century survivals, which are in very many cases deplorable. They are built as strong as fortresses, with interiors often dark and crooked. Two world wars, a world depression, industrial crises (as in cotton), drifts of population, local indifference—all have their share of responsibility for the continuance of such premises. But the Britain of today is to be judged by what it does today; of which the Chippenham Grammar School is a fair example.

CLIP CORNER

By
Clayt.



I believe that our own experience instructs us that the secret of education lies in respecting the pupil. It is not for you to choose what he shall know, what he shall do. . . .

—Ralph Waldo Emerson,
"Education".

Educators can become so concerned with big words that they lose track of big ideas.

—Wisconsin Journal of Education.

The under-use of memory is as damaging to sound education as its over-use.

—NEA Journal.

A man is known by the company he thinks nobody knows he's keeping.

—Noel Wical.

Doing things by halves is worthless; it may be the other half that counts.

—Swanson Newcastle.

A second-grader who when his teacher was asked, "Do you like teaching school?" piped up: "It's better than working, ain't it?"

—North Carolina Education.

Note to teachers: Do we behave in meetings as we expect pupils to behave in class?

—New Hampshire Educator.

There's nothing wrong with being a self-made man if you don't consider the job finished too soon.

—John Mooney, *The Reader's Digest*.

C.T.F. NOTES. . .

Excerpts from a recent Canadian Teachers' Federation Newsletter

Salaries

The following gives some indication of the trend in salaries:

British Columbia

		Minima	Maxima
Sooke—S.D. 62	Elementary	\$1,400	\$2,600
(Rural—25 teachers)	Secondary	2,000	3,600
New Westminster—S.D. 40	Elementary	1,500	3,000
(Pop. 35,000—130 teachers)	Secondary	2,000	3,700 Women 4,000 Men
Richmond—S.D. 38	Elementary	1,500	2,800
(Pop. 18,500—72 teachers)	Secondary	1,950	3,850

Alberta

Calgary Division 41		1,500	2,500
		(plus \$700 for first degree)	
Lethbridge City		1,500	2,500
		(plus \$200 for each year of training up to five years)	
		(plus \$600 for High School grades, plus Cost-of-Living Bonus of \$200)	
		Maximum salary for High School teacher with one degree—\$3,900.	

Saskatchewan

Rural and Village School Districts	Perm. 1st	1,600	2,100
	High School	2,400	3,000

Manitoba

Flin Flon	Elementary	1,900	2,600 Women
(Pop. 7,595—61 teachers)		2,200	2,900 Men
	Secondary	2,100	3,400 Women
		2,400	3,700 Men

Brandon

Elementary	1,200	1,900
Collegiate	1,600	2,825
(plus \$200 for married men)		
(plus \$10 Cost-of-Living Bonus per month)		

Teacher Shortage

Editorial from *The Montreal Gazette*:

"The Montreal Protestant Central School Board will just barely be able to staff the classrooms under its jurisdiction when school re-opens next fall. That is, this will be the case if permission can be obtained from the provincial Department of Education to retain the services of an undisclosed number of teachers who have passed retirement age, and of another unstated number of teachers who do not hold Quebec teaching diplomas as required under the law. . . ."

Unesco

On March 31, April 1 and 2, the United States National Commission for Unesco held its second national conference in Cleveland, Ohio. The United States Department of State invited a number of Canadians to attend. Your secretary represented the Canadian Teachers' Federation. The conference consisted of about 3,000 delegates from all parts of the United States and representatives from 28 countries. Invitations had been extended to approximately 1,000 national organizations, six hundred

colleges and all known local and district Unesco groups and councils.

The three-day program was well arranged, with plenary sessions addressed by prominent Unesco enthusiasts. Section and group meetings which portrayed the actual work of Unesco provided opportunity for some discussion. There were also visits to Cleveland schools, where delegates saw how the Unesco program is reaching down into the secondary and elementary schools and is being interpreted through Unesco clubs, panel discussions, pageantry, etc.

As the Canadian Teachers' Federation had recently repeated its request to the federal government to set up a National Commission for Unesco in Canada, it was informative and stimulating to meet and hear such leading figures in Unesco as Dr. Jaime Torres Bodet, the new director-general; Sir John Maud, Permanent Secretary, Ministry of Education, United Kingdom, and Member of Executive Board of Unesco; and Dr. Howard E. Wilson, Carnegie Endowment for International Peace. Other outstanding leaders who participated in the program were Dr. Geo. D. Stoddard, President of the University of Illinois; Milton S. Eisenhower, Chairman of the U.S. National Commission for Unesco; Dr. Geo. N. Shuster, President of Hunter College, New York City; Mrs. Franklin D. Roosevelt, U.S. Representative on

U.N. Commission on Human Rights; George F. Zook, President, American Council on Education; Dr. Bernard Drzewieski, Head, Reconstruction Division, Unesco; George V. Allen, Assistant Secretary of State, United States; and Sir Arcot Ramaswami Mudaliar, Prime Minister of Mysore.

One gathered that what mattered was not so much the actual program at this Conference but the difference that it would make in the communities represented by the delegates present at this spectacle of faith in action. There was a definite attempt to get people to feel Unesco as a great movement for international understanding and peace and not to look upon it as something external. The question is not what is Unesco doing, but what are we doing in Unesco. Unesco in Paris is a spearhead—a symbol; the real work of lasting worth is done in the communities.

It was evident to Canadians that we need in our country something in the nature of a Commission and we should note with some satisfaction that the government has indicated in its terms of reference to the new Royal Commission that it is to study and report on "methods by which the relations of Canada with the United Nations Educational, Scientific and Cultural Organization and with other organizations operating in this field should be conducted."

RETIRING TEACHERS

The Board of Administrators, Teachers' Retirement Fund wishes to remind all retiring teachers that pensions do not start automatically and that it is necessary for them to make application. Address all letters to No. 10 Imperial Bank Building, Edmonton, Alberta.

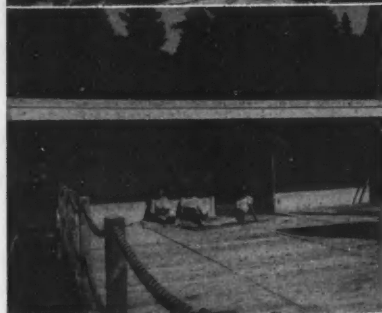
ERIC C. ANSLEY,
Secretary,
Board of Administrators,
Teachers' Retirement Fund.



Chalet Lounge



Typical Chalet



Chalet Sun Deck



Lounge Fireplace

Alberta Teachers' Association

WORKSHOP

Banff - Alberta

AUGUST 22 - 27, 1949

Who May Attend: One teacher from each Local Association.

How Do Representatives Register: Form prescribed by Head Office. (Already sent to Secretaries of Locals.)

Deadline for applications: June 15, 1949.

Registration Fee: \$35, which provides room and meals for seven days at \$5 a day.

Place:

Banff, Alberta.

Time:

9:30 Monday morning, August 22, to 12:00 noon Saturday, August 27.

Quarters:

Chalets, Banff School of Fine Arts.

Meals:

In main dining room Chalet No. 1.

Sessions:

In chalets at Banff School of Fine Arts.

Topics:

1. Educational Publicity and Public Relations.
2. Reporting and Journalism.
3. Group Arrangements and Fall Conventions.
4. Collective Bargaining.

Recreation:

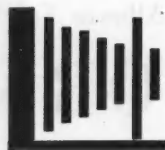
Trips, Swimming, Golf, Canoeing, Riding, Hiking, etc.

Reservations will be made in following order:

1. One representative from each Local Association.
2. Additional representatives from Local Associations.
3. Teachers from other provinces.

MAKE YOUR RESERVATIONS EARLY

\$100. IN PRIZES



◆ **FOR A.T.A. MEMBERS ONLY**

**ALL YOU
NEED IS
AN IDEA
AND A
CAMERA**

Here's some extra money for the summer vacation: \$50.00 first prize, \$25.00 second prize, \$10.00 third prize, and a total of \$15.00 in three other prizes. Your Executive offers these prizes as the first step in wider publicity for the aims of the A.T.A. Rules of the contest follow:

1. Photographs must be glossy prints, minimum size 2"x4".
2. They must be submitted by a member of the A.T.A., and all photographs become the property of the A.T.A.
3. One member may enter as many pictures as desired. Photographs will be judged for (a) illustration of need for larger teaching salaries; improved school facilities; better teacher-living conditions; or any illustration of the need for improved conditions in teaching or education generally, and (b) clarity and dramatic interest.
4. Contest closes June 30, 1949.
5. Twenty-five pictures must be received before prizes will be awarded.

Some Fundamentals of Teaching

JOY ELMER MORGAN

Reprinted from Editorial, *NEA Journal*

EDUCATION is guided growth. We are only beginning to learn how to manage it effectively. Most people even in the more advanced civilizations still suffer from some form of arrested development. But enough progress has been made to suggest immense possibilities yet to be realized. We shall best achieve the promise of education if we keep certain fundamentals ever before us.

The first fundamental is for the teacher to know himself and to understand how every phase of his thinking and living plays upon his teaching. No one can teach more than he is. Children are quick to note the teacher's every like, indulgence, habit, or mannerism, every purpose and ideal. If he approaches his task with reserve strength and serenity of spirit, pupils benefit; if he is exhausted or irritable, they suffer. If the teacher does not know himself and is not able to work out daily, weekly, monthly, and yearly routines that keep him at his best physically, mentally, and spiritually, he cannot expect the best results in the development of character and personality in the children. As Horace Mann once wrote, "For the noble office of improving others, the first of the preparation is self-improvement."

The second fundamental is to understand the growth and development of the child—to know him as an individual different from all others. Attitudes, feelings, purposes tend to be neglected because they are difficult to deal with. It is easier to teach a process in arithmetic than to arouse a will to honesty, easier to establish a mechanical skill than a moral purpose. In the teaching of

psychology, there is sometimes a tendency to overemphasize conditioned reflexes. The knowledge of how to condition reflexes gives great power over people as every dictator and advertiser knows, but it is disciplined aspirations, purposes, and ideals that have built civilization and must sustain it if it is to survive. The child mind can best be quickened to the higher values during its early years. It is because these early years are so important that the best-prepared teachers should be those dealing with young children.

The third fundamental is to understand society, which is in a constant state of change and growth. Our task as teachers is to seek to learn the laws of that growth and to educate in accordance with them instead of against them. The ideal is a well-developed individual in a well-developed community where intelligence, goodwill, justice, and cooperation are the accepted practice. The customs, laws, institutions, and ideals which are developing in society have to be understood in relation to geographical and historical backgrounds. Each citizen has to be taught to assume his share of the common responsibility as a matter of duty. Without a high sense of duty and loyalty, our complex institutions cannot be maintained. The highest loyalty to an institution is the desire to improve it.

The fourth fundamental is to use one's knowledge of himself, of the individual pupil, and of society to bring about within the individual pupil an awakening to his own selfhood and individuality. This is something akin to conversion in

religion. The fact that we have no accepted name to describe this awakening and that we give more attention to a dozen less important phases of teaching is food for thought. The individual who is awakened to the opportunity and responsibility which he has in himself

for the development of all his powers and their use in behalf of the common welfare of humanity will continue his education no matter when his formal schooling may end. The success of the teacher is best measured by the number of persons he has inspired and awakened.

WE NEED YOUR PICTURES FOR PUBLICITY. ENTER THE PHOTO CONTEST NOW.

Your camera can help pay for your vacation. \$100.00 in prizes for the winners of the A.T.A. Photo Contest!

Are the facilities in your school first rate? If not, take a picture showing their weaknesses and enter it in the Photo Contest!

REMEMBER, PHOTO-CONTEST ENDS JUNE 30th. GET OUT YOUR CAMERA NOW AND ENTER YOUR PICTURES.

THE UNKNOWN TEACHER

I sing the praise of the unknown teacher. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the Republic than the unknown teacher.

—Henry Van Dyke, *Phi Delta Kappan*.

Section 5, By-law No. 1 of 1948, Teachers' Retirement Fund Act

This will be of interest to teachers who served in Canadian or Allied Forces.

Section 5 of By-law No. 1 of 1948, enacted under The Teachers' Retirement Fund Act, reads as follows:

(a) A teacher who was employed as such in Alberta immediately prior to his enlistment may pay into the Fund for the years or any part thereof during which he was absent from the teaching service while serving in the Canadian or Allied Forces during the Second World War and for so long thereafter as was necessarily required to obtain his discharge, an amount equal to three per cent of the salary which would have been earned by him during the period for which payment is made based on his rate of salary immediately prior to enlistment, together with interest thereon at the rate of three and one-half per cent per annum, computed from the time or times on which such contributions would have been made had he not been absent from teaching service in Alberta to the date of payment into the Fund, and thereupon such years or parts thereof after attaining the age of thirty, for which he has so contributed shall be deemed to be pensionable service; but in any event one-half of such years or parts thereof after attaining the age of thirty for which he has not so contributed shall be deemed to be pensionable service. Provided nevertheless that

for the purpose only of computing a normal pension under Sections 10, 11 and 14, such years or parts thereof prior to attaining the age of thirty shall also be taken into account in the same manner, and to the same extent.

(b) Pensionable service means also, in the case of a teacher who was employed as such in Alberta immediately prior to his enlistment in the Canadian or Allied Forces in the First World War, his years of service after attaining the age of thirty during such War and the period thereafter necessarily required to obtain his discharge.

(c) Payments into the Fund under this Section shall be on written application to the Board made before the first day of July, A.D. 1952, and shall be in a lump sum or on such terms as the Board may in its discretion direct.

It is suggested that teachers making application to pay contributions covering the period of enlistment send in an official Discharge Certificate, which will be returned after examination. The application may state if payment by installments is desired, and it should be addressed to: Board of Administrators, Teachers' Retirement Fund, 10 Imperial Bank Building, Edmonton, Alberta.

Public sentiment is everything. With public sentiment nothing can fail; without it, nothing can succeed. Consequently, he who molds public opinion goes deeper than he who enacts statutes or pronounces decisions. He makes statutes or decisions possible or impossible to execute.—*Abraham Lincoln.*



OUR LIBRARY . . .

BOOK REVIEW

Modern Biology Moon, Mann and Otto

Clarke, Irwin & Company Limited

This month's review was written by W. E. Reynolds, a teacher on the staff of the Stony Plain Consolidated School District.

Modern Biology is essentially a textbook for the student who has had no previous grounding in the study of Biology. Written in a language easily understandable, the subjects throughout the 700 pages are amply dealt with and illustrated with interesting diagrams and pictures, specific and detailed enough to meet the requirements of the average student of Biology.

The book is divided into 11 units, each of which is further subdivided into a number of topics, dealt with chapter by chapter. The first unit gives in a vitally interesting way, a general survey of the field of Biology, tracing the various stages through which the science has progressed from the age of the Greeks to the present and showing the significance of living, and the physical and chemical basis of all living things.

The second unit takes the student into the inter-relationships of all organisms, plants and animals and shows the part played by environmental factors in their development. A general idea of the method by which all organisms are classified is contained in this unit as well as a general treatment of the more familiar plants and animals.

In the third and fourth units are given an extensive treatment of

the plant kingdom, including classification, structure, reproduction, uses, and conservation.

Unit five takes the student into the world of the minute organisms, with special emphasis upon algae, fungi and bacteria. Microscopic life is well and conscientiously illustrated.

In unit 6 the authors give us a perspective of the simpler forms of metazoans, including insects and their control. Unit 7 takes us to the world of the vertebrates, fishes, amphibia, reptiles, birds and mammals, while unit 8 shows us clearly how our knowledge of the principles of Biology can be applied to ourselves. This unit, one of the most extensive, deals especially with foods, nutrition, and the importance of the maintenance of health. Unit 9 deals wholly with diseases, their causes and treatments, while unit 10 in a most fascinating way introduces the student to the field of the study of heredity. The text concludes with a special section on the conservation of soil, forest and wild life.

A valuable feature of this text, is a very helpful set of follow-up questions at the end of each chapter, as well as the supplement at the end of the book on the better known plant and animal organisms.

The general scope and sequence of the material in this book are well suited to the student or teacher contemplating undertaking the Biology 2 course.

W. E. R.

Note: Mention in the following section does not exclude a book from more complete review in the magazine.

NEW BOOKS IN THE A.T.A. LIBRARY

Creative Art Crafts Series—

Book Three, Pedro deLemos, *The Davis Press, Inc.*, 88 pages, \$4.75.

Art, Home Economics, Industrial Arts, and Dramatics teachers will welcome *Creative Art Craft Series, Book Three*. It deals with weaving pottery, puppetry, and jewelrymaking in four complete sections, filled with illustrations, instructions, and, in total, over 500 projects.

Included under weaving are 16 pages of looms to make, raffia work, cornhusk and wild grass weaving, and bird house basketry. The pottery section deals with unique pottery types, humorous animal types in pottery sculpture, glass carving, and color cement tiles. Puppetry includes simplified stage projects, silhouette stagecraft, marionettes, and stage and figure construction, masks and sandtable projects. The eight pages devoted to jewelry design include plastic jewelry, and clever unique designs of button molds, garden seeds, and silver wire.

The book is adaptable to all grade levels—elementary through college.

Modern Poems for Modern Youth—

Selected by W. P. Percival, *Ginn and Company, Toronto*, xvi-399 pages, \$2.40.

Dr. W. P. Percival, Director of Protestant Education in Quebec, has recently compiled a new anthology, *Modern Poems for Modern Youth* as an aid in helping teachers to awaken and develop in their students a real liking of poetry.

He has grouped the poems according to type in order that the student can grasp the characteristics of each group. Helpful also are the introduction, the notes preceding each group of poems, the footnotes and biographic sketches.

English, American and Canadian poets are represented with a generous

selection from the last. While it is gratifying to see that nine living Canadian poets are included in this anthology, it is a pity that the poetry of P. K. Page, Patrick Anderson, Earle Birney and A. Klein, poets of the new school, is completely omitted.

The Field of Honour—

Archer Wallace, *The Ryerson Press, Toronto*, 221 pages, \$2.00.

Many A.T.A. Library members are familiar with Archer Wallace's book, *One Hundred Stories for Boys*, and will be delighted to know that *The Field of Honour*, its companion volume, is now available.

Archer Wallace's books are read by teen-age boys the world over and are used as well by teachers in public and church schools, superintendents, scoutmasters and other teachers.

The author does not preach. He merely tells how many have overcome handicaps and have triumphed in the field of honour!

Forest Folk—

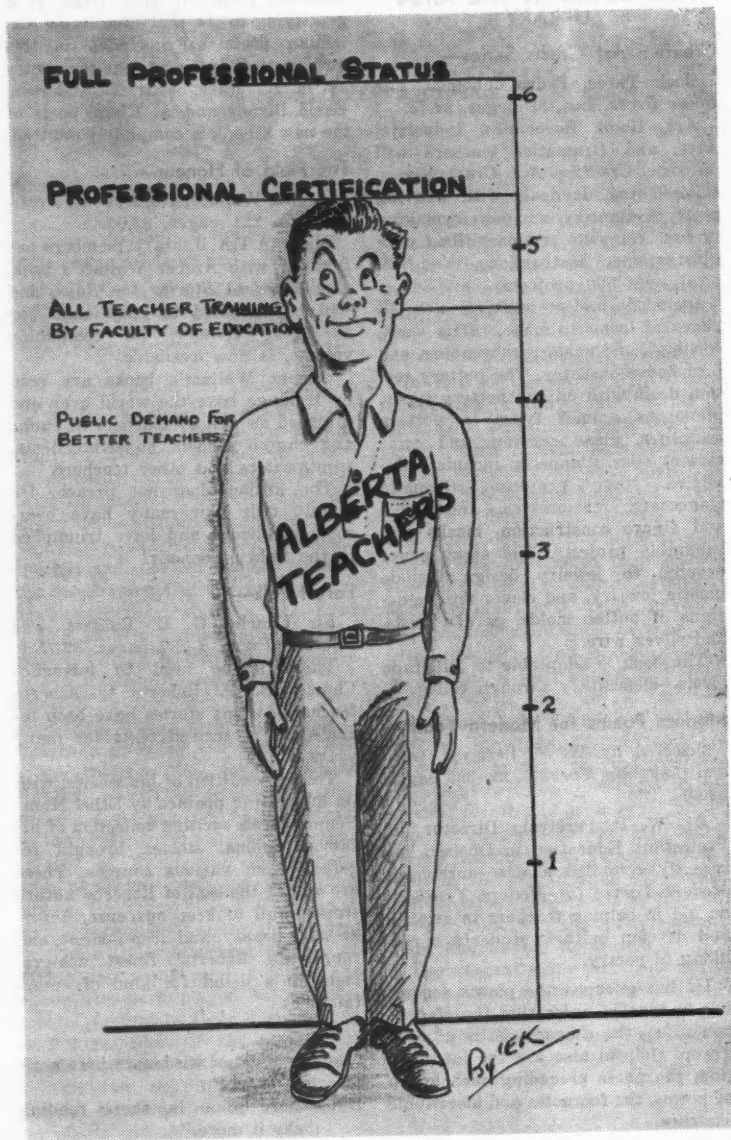
Sir Charles G. D. Roberts, *The Ryerson Press*, x-237 pages, \$2.75.

There is no need to introduce Charles S. D. Roberts to Alberta teachers for his stories have been included in prescribed texts for many years.

This new edition of his stories, with its interesting preface by Ethel Hume Bennett is an exciting collection of his famous animal stories, brought together from various sources. These are among the best of Roberts' nature stories, full of keen suspense, unforgettable beauty, and deep insight, and represents Roberts' finest achievement in a delightful kind of entertainment.

"Bookes give not wisdome where none was before
But where some is, there reading
make it more."

—Sir John Harington, *Epigram*,
Book 1, 1612.



The "Boy" Is Growing Up!

SPARKS. . . .

● Nine out of ten cases of teachers being dismissed are the results of personality difficulties or behavior problems—and not always on the part of the teacher.

● The shortage of teachers in Alberta next September will be 200? 400? 600? 800? 1,000? — depending on how much teachers are paid and how they are treated.

● The shortage of teachers in any given part of Alberta will depend on the salary schedule, the living and working conditions for teachers, the prestige of teaching in the district, the rapport between teachers and superintendent and teachers and the secretary and trustees.

● The Alberta School Trustees' magazine advises teachers to hold up the profession "as the noblest in the land" and "to regard teaching as the highest calling in the land." If the teachers do this soon all the schools—even the isolated rural ones—will have teachers! And moreover, the school boards that now haggle over every dollar for salaries will, of their own accord, pay the teachers "well for efficient service rendered." Said the spider to the fly. . . .!

● The Alberta School Trustees' magazine steadfastly urges lower salaries for teachers, and the right to transfer or dismiss teachers at the discretion of the school board without appeal. To date, the Alberta School Trustees have refused to submit a salary schedule for teachers so that not only teachers but high school graduates might know what to expect in a provincial salary schedule.

● Perhaps a deal could be made with the Alberta School Trustees' Association to have the teachers back a recruitment campaign of their planning, and the Alberta School Trus-

tees' Association join with the Alberta Teachers' Association in a drive for better salaries.

● Counselling is not advising. It would be regarded as unprofessional and unethical for a teacher to "steer" high school students into teaching as suggested in the Alberta School Trustees' magazine.

● Every recent survey of education in North America and in Britain has stated that low salaries are the main cause of the crisis in education.

● School board members from the four largest cities in Alberta met and agreed to hold to a salary schedule lower than the present schedules in three of the four cities.

● Any salary negotiating committee that is not able to get a "square deal" in salary negotiations should appoint the Alberta Teachers' Association as Bargaining Agent.

● B.C. salaries for teachers are about \$500 higher than those paid in most Alberta areas. Besides, there aren't nearly so many lonely one-room schools.

● The Alberta School Trustees' Association has never made an official statement to my knowledge, favoring adequate professional salaries for teachers. If the Alberta School Trustees' Association would boost adequate salaries for teachers! If the Minister of Education would add his support to a campaign for adequate professional salaries for teachers! . . . This shortage could be wiped out in two years, with their help.

● The Workshop at the Banff School of Fine Arts scheduled for August 22 to 27 inclusive will have as group leaders: Dr. Donald Nylen of Seattle, Mr. Robert E. McKay of San Francisco, and Miss Elaine Waller of Chicago.

LETTERS. . . .

Edmonton, Alberta.

From

Chief Superintendent of Schools

To

Superintendents of School Divisions,
Secretaries of School Divisions
and School Districts.

Forwarded herewith is a copy of recommendations made to the Department by the Board of Teacher Education and Certification proposing to revise the present certification arrangements.

These proposals are not drastic. They would merely change the names used to designate the various certi-

ficates to ones that are considered more suitable, reduce them in number, and extend the teaching range of all persons who successfully complete three years of teacher training.

Before taking any steps in regard to the recommendations the Department is using this means of bringing them to the attention of those interested, in order to provide an opportunity for reaction.

W. E. FRAME,
Chairman,

Board of Teacher Education
and Certification.

REVISED REGULATIONS RE CERTIFICATION RECOMMENDED BY BOARD OF TEACHER EDUCATION AND CERTIFICATION

Re: Existing Certificates

(a) That all Second Class Certificates be called in immediately for reissuance by the Department, all to be replaced by the Elementary and Intermediate School Certificate, valid in Grades I to X.

(b) That no change be made in the status or teaching range of the present Elementary and Intermediate Certificates, (including the reissued Elementary and Intermediate Certificates mentioned in (a) or of the present First Class Certificates except as in (c).

(c) That teachers who hold an Academic Certificate, or who hold a First Class Certificate as well as a recognized degree, be given a Professional Certificate.

Re: New Certificates

With reference to further simplifying certification from this time forward, the committee recommends as follows:

That after a stated cut-off date, to be determined, only three types of certificates be issued, namely:

(1) and (2) A certificate awarded

after successful completion of a two-year program of training. This will be known as the Standard Certificate.

The certificate will be called Standard S if the certification and teacher training cover Grades IV to XI inclusive.

The certificate will be called Standard E if the certification and training are at the level I to IX inclusive.

(NOTE: This Standard Certificate is a license to teach either in Grades IV-XI or in Grades I to IX, and the choice is made by the candidate when he commences his training.)

(3) A Professional Certificate awarded after successful teacher-training for a three-year period. This certificate will be valid in Grades I to XII inclusive. It will be issued to students who have completed three years of the four-year Bachelor of Education program at the University of Alberta, or other program equated thereto. This Professional Certificate will also be issued, on application, to all present holders of an Academic Certificate and to holders of a First Class Certificate who have a degree

recognized by the Faculty of Education.

The existing Junior Elementary and Intermediate Certificates will not be called in but will continue in effect as Temporary Licenses until they expire or until the holders qualify for one of the three types mentioned

above. No new Junior Elementary and Intermediate Certificates will be issued, but graduates of the one-year program will be issued Temporary Licenses and may qualify in the usual way for a Standard S Certificate or Standard E Certificate by completing the second year of training.

AN "AVERAGE" TEACHER DISCUSSES "AVERAGE" SALARIES

To the Editor:

It will be of interest and possibly of benefit to teachers, especially those new to the profession, to reflect that in the publication of data referring to teachers' salaries, the term "average" salary often has a limited, if not indefinite, and frequently misleading meaning. There is no one "average", but a number of "averages", each requiring a fairly long definition, and each being limited in its ability to act as representative of the data, which is the main purpose of an "average."

The "average" most commonly used in regard to teachers' salaries is the arithmetic mean, which may be conveniently described as that amount of money which is the result of dividing the sum of the considered salaries by the number of salaries considered.

A second common "average" is the median, which will not mislead too greatly by being defined as that salary which occupies the central position of rank when all the salaries are arranged in ascending (or descending) order of magnitude.

Thirdly, there are the modes, which may be considered as being those salaries which are earned by the largest numbers of teachers. There are, of course, other "averages", but these have no immediate application to the matter under consideration.

When an "average" salary is quoted it is generally the arithmetic mean salary that has been computed, and this is, in general, understood as such. But it is interesting to note the opportunities for misrepresenta-

tion offered by the three common and valid "averages" if computed and offered singly as representative of salaries paid, and in this connection I offer the following statistics of salaries paid by a fictitious school system:

Salary Paid	No. of Teachers
\$4,400	1
\$2,900	1
\$2,600	2
\$2,300	1
\$2,000	2
\$1,700	8
\$1,400	10
\$1,100	5
Arithmetic Mean Salary—\$1,730	
Median Salary—\$1,550	
Modal Salary—\$1,400	

The arithmetic mean salary is larger than the other two "average" salaries, and is influenced unduly by the salary of \$4,400 paid to one teacher. There are actually only 7 of the 30 teachers receiving the arithmetic mean salary or more.

There are 50% of the teachers receiving \$1,700 or more and 50% receiving \$1,400 or less, and thus the median salary is really indeterminate, and is taken as being that amount of money mid-way between \$1,700 and \$1,400, namely \$1,550.

The salary received by the largest number (10) of teachers is \$1,400. This constitutes 33 1/3% of the total number of teachers.

Each "average" presents a different picture of the salary situation, and separately are not particularly effective representatives,

(Continued on Next Page)

OBITUARIES

GEORGE PORTER

George Ronald Porter, 41, of Pincher Creek, a well-known rural school teacher in Southern Alberta, was teaching at the Ashvale School in the Pincher Creek School Division when he died in February.

Mr. Porter was born in Saltcoats, Saskatchewan, and taught in Carmangay and Nanton districts for 20 years prior to going to Pincher Creek Division in September of 1948.

Surviving are three sisters, Mrs. Ralph Blyth, Mrs. J. A. Cameron, Mrs. J. H. Dean, and two brothers, Joseph and Arthur Porter.

ROGER S. MacLEOD

Roger Stanley MacLeod, 55, Principal of Rideau Park Junior High School, Calgary, and a teacher in Calgary schools for more than 20 years, died recently in a Calgary Hospital following a brief illness.

He was born in Port Morien, Nova

Scotia, and graduated from Dalhousie University in 1924.

Mr. MacLeod began teaching in Florence, Cape Breton Island, in 1914. In 1918, he accepted an appointment as Principal of Sydney Academy, Nova Scotia, and remained there until 1920, when he entered Dalhousie University.

Following his graduation, in 1924, Mr. MacLeod was appointed Principal of Sydney Mines schools, leaving there in 1926 to come west.

He spent one year in Mount Royal College, and in the fall of 1927 was appointed Principal of Banff School.

In 1928, he was appointed to the staff of Crescent Heights High School, Calgary, where he remained as mathematics instructor for ten years. He was appointed Principal of Rideau Park Junior High School in the fall of 1938.

Mr. MacLeod was an active member of Central United Church, and was a member of the Educational Progress Club, an organization of Calgary teachers.

LETTERS

(Continued from page 35)

but when used collectively a somewhat more true picture may be construed. There are statistical methods available for measuring the "goodness" or "badness" of "fit" of each.

A teacher should look critically at a situation where only an "average" salary is quoted, and should endeavour to obtain a complete salary schedule, in which there is no need to employ an "average" at all. Failing this, he should try to get information regarding the three main "average" salaries, the highest salary, and the lowest salary paid.

As is readily seen, the publication of the complete list of salaries paid in a fictitious system of 30 teachers does not take up much space, and gives a clear picture of the situation; a system of 100 teachers would

not necessarily take up much more space, and the publication of "average" salaries, individually or collectively, presents little more than "shadows on the wall of a cave."

A parallel may be drawn between the "average" salary and the "average" teacher—what is each? Does each offer a truly representative picture respectively of "salaries" and of "teachers"? Is either a valid or reliable term to use when not defined? And, lastly, when defined and employed, is either (or are both) guilty of misrepresentation?

If this letter will assist even one teacher in his or her efforts to see more clearly the limits of such statistics, and prevent some poor soul from being engulfed by any fog of "statisticalities" it will justify its publication.

Yours truly,
D. V. MORRIS.

The A.T.A. Magazine



Official Bulletin, Department of Education

No. 123

TEXTBOOKS and REFERENCES, 1949-50

Textbooks—

Textbook changes for the school year 1949-50 are relatively few. Briefly, they are as follows:

Spelling: A second "speller" authorization has now been made for Grades II to VIII, inclusive (separate books for each grade). It is entitled "My Spelling." The accompanying workbook for each speller is called "My Workbook Spelling." Pupils

should not be asked to purchase both text and workbook; either one will be sufficient.

Mathematics: The new textbooks authorized for Grades VII and VIII are "Mathematics We Use", Books 1 and 2. (The books presently authorized are now out of print.)

References—

Some new references have been added, particularly in Enterprise Activities, Dramatics, Social Studies, and Vocations and Guidance.

DYSLEXIAC — NOT DULL

(Continued from page 18)

The main problem, however, is not to cure but to recognize dyslexia. Here's a tune that's all too familiar to certain children: "Now, Junior, do try to concentrate on your lessons today, for a change." The mothers who sing this particular song, day after day, rarely stop to think that all the concentration on earth will do little, by itself, to cure dyslexia.

And teachers who ignorantly classify dyslexia children as stupid,

backward, or even defective, are losing the battle for education, increasing the number of psychological misfits, and even contributing to the nation's problem of juvenile delinquency instead of to its solution.

The all-important job of a child in the first grade is to learn to read. His success in this must be unequivocal. Nearly all of his subsequent schooling will rest, for better or worse, on that foundation. If the foundation is weak, that fact must be recognized as soon as possible and corrective measures promptly taken.

Accommodation for Summer School Students

UNITED CHURCH COLLEGE RESIDENCE
on the University Campus

43 single rooms

43 double rooms

—
Write today

ST. STEPHEN'S COLLEGE, EDMONTON, ALBERTA

Convocation, May, 1949

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton May 17. The students were presented to Convocation by Dr. M. E. LaZerte, Dean, Faculty of Education. Degrees were conferred by Dr. G. F. McNally, Chancellor of the University.

THE FACULTY OF EDUCATION
The Faculty of Education Alumni Gold
Medal in Education
George Kitching

FIRST CLASS STANDING

Fourth Year:

Gwen McGregor Molnar
Jeannette Bernice Gould Randle
Peter Maclaren Roberts
Laura May Townsend

Third Year:

Lois Ruth Godwin
Florence Lillian Hagglund
George Kitching
Dorothy Helen Musterer

Second Year:

Lucien Loel Ouellette
Walter Holmes Worth

JUNIOR DIPLOMA OF THE FACULTY OF EDUCATION

Elementary and Intermediate Schools

Frances Jean Austin
Doris Elizabeth Brousseau
Jane Hall Clarke
Lydia Hatt
Edith Blodwen Jones
Helen Veronica Liss
Lois Winona Mitchell
Elaine Margaret Parker
Margaret Jean Price
Jeannette Marie Eva Provost
Elizabeth Muriel Reid
Margaret Eleanor Ritchie
Audrey May Sanford
Joanna Irene Stewart
Inez Walker
Lois Willmott
Mervyn Norman Ewasiuk
Kenneth Townsend McKie
Steve Nick Odynak

High Schools

Jean Margaret Anderson, B.A.
Ruby Olga Anderson
Rita Jean Bonneau
Daisy Irene Bowhay
Patricia Ellen Burbidge, B.A.
Isabella Hunter Clarke
Christine Maria Corraini
Margaret Julia Fath
Ruth Evelyn Haney
Georgina May Hibbert
Mary Marjorie Sheila Hughes
Elra Tydell Jones
Marie-Rose Veronica Kenny
Martha Kochalyk
Josephine Kolianiak
Eileen Kowalchuk, B.Sc.
Evelyn Marie Krantz
Freda Evangeline Lawrence
Barbara Mary Leard
Winifred Camillus McIntyre
Marguerite Mary Miltimore, B.A.
Lillian Joyce Mitchell
Alice Elizabeth Polley
Natalie Caroline Rudko
Mary Irene Siemko

Irene Cathleen Spady, B.A.
Mary Louise Stotts
Sister Mary Joseph Chisholm
Leah Joan Thurston
Margaret Joan Walker
Amelia Juliette Werbikey
Peter Antonenko
Michael Blawey
William Bodnaruk
Nicholas Michael Bodnar
Donald Edward Brown
Daniel Patrick Brownlow
Charles Woodbury Bryant, B.A.
James McNish Chalmers, B.Sc.
Nicholas Julian Chamechuk
Peter Chitrenky
Albert Ciz
Malcolm Douglas Clarke
William Alfred Coward
Alfred Victor Daugherty
James Nelson Dennis
Don Clarence Dickson
Clifford Ryerson Driver
Ralph Leonard Eng
Clifford William Evans
Kenneth Stanley Gee
Robert Franklin George
William James Gordon
Norman Gregory Hewitt
Edward John Hollick
Arnold Washburn Holmes
Robert Edward Hutcheon
Henry Reginald Jeffers
Barrie Robert Jeffries
Maurice Roger Jegard, B.Sc.
Gordon Palmer Jepson
Robert Patrick Jevne
Wilfrid Richard Johnson
Robert Stuart Johnston, M.A., B.D.
Clarence Sylvester Kartes, B.A.
Frank Joseph Keinick
Maurice George Kelly
Raymond Joseph Killen
Harry Klufas
Nick M. Kowalchuk
Alec Kuryle
Wilfred Stephen Lencucha
Douglas Burgess Lord
John Arthur Love
Ross Frederick McCormick, B.Sc.
Alexander Farquhar McCrimmon
Thomas Roderick Macleod
James Fraser MacMillan, B.A.
Peter Maciboraky
Ivan Burdett Mallett
Edward Mickelson
William Naciuk
Ralph Henry Ohrn
Felix Edward Gerard Otterson, B.A.
Lucien Loel Ouellette
Frederick George Pemberton
Robert Leslie Pharis
Jack Roland Powell
Eric Price
Robert Alexander Ramsay
Bernard John Mackenzie Rose
Walter Howard Rowley
Leslie Frank Melbourne Scott
Rae Shwetz
Ernest Alfred Smith
Robert William Smith

Jacob Samuel Spady
 Daniel Wilfred Sullivan
 George Arthur Sutherland
 Donald Gerald Tarney
 James Allan Teeling
 Charles Barrie Thompson
Henry John Unger
 Francis Patrick Van Tighem, B.Sc.
 Philip John Wacowich
 James Lawrence Way, B.Com.
 George Colin Weeks
 Lowell Malcolm Williams
 John Woloshyn
 Walter Holmes Worth

SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Sheila Mabel Cary
 Edna Jessie Corlett
 Rose Tillie Fewchuk
 Lois Ruth Godwin
 Florence Lillian Hagglund
 Myrtle Viola MacDonald
 Dorothy Helen Musterer
 Enid Elmore Sanders
 Margaret Annie Smith, B.A.
 Alice Stephenson
 Elinor Kathryn Stolee
 Phyllis May Young
 Peter Andrews, B.Sc.
 Marcel Charles Asguin
 Charles Anthony Bailey
 Lionel William Barber
 Frederick James Clark
 Daniel Hawkins Clarke
 James Bruce Davies
 Richard William Davies
 William Earl Dawson
 Charles Mason Dynes
 Arthur Edward Alexander Fisk
 John Ronald Wilson Forsyth, B.A.
 Samuel Sanvel Frohlich
 Price John Gibb, B.A.
 Alfred Stan Gunderson
 Ronald George Henbest
 William Henkel
 Edward Hewko
 Otto William Jensen
 John Peter Krulak
 Maynard William McCune
 Clarence Edwin Mellon
 Lawrence Ralph Mellon
 Oscar Theodore Miller
 Joseph Anthony Noviski
 Gordon Bruce Peacock
 John Brian Melville Piercy, B.Sc.
 Harold Sharlow
 William M. Shewchuk
 Howard Barham Singleton
 William Soprovich
 Walter Robert Stewart, B.A.
 Franklin John Storey
 George Leslie Talbot
 Wesley James Wetter
 William Harvey Whitney, B.Sc.
 Frederick Alexander Wournell

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

With First Class General Standing
 Jeanne Bernice Gauld Randle
 George Kitching

Edith Julia Cardiff
 Anne Carmichael
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 Ivan Paul Stonehocker
 Carl Lincoln Stults
 Olaf Stanley Swaren
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 Benjamin Lisle Waterman
 Arthur David Gerald Yates
 George Zytaruk

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN AGRICULTURE AND SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Lloyd Franklin Lindberg
 Donald Harding Louden
 Thomas Allison Tario

**ADMITTED TO THE DEGREE OF
BACHELOR OF EDUCATION IN
INDUSTRIAL ARTS AND GRANTED THE
SENIOR DIPLOMA OF THE FACULTY
OF EDUCATION**

Benjamin Gomez Fonseca
George Herbert Hare
Thomas Thomson Humphrey
John Willson Mather
George William Miles
John Leslie Moffatt
Herbert Howard Rooney
John Andrew Bruce Simpson
Charles William Sparling

**ADMITTED TO THE DEGREE OF
BACHELOR OF EDUCATION**

Ethel Marguerite King
Lois Patricia Nichols
Mary Anne Wilhelmina Noy
Miriam Elizabeth Roberts
Sister Anne Alice Daly, B.A.
Marie-Cecil Jeanne Wilfart
John William Achtymichuk

William John Collet, B.D., M.A.
Laurent Joseph Despins
Leslie George Postille Waller, M.A.

**ADMITTED TO THE DEGREE OF
MASTER OF EDUCATION**

Bessie Alexandra McAvey, B.A., B.Ed.
Thomas Davidson Baker, B.Ed.
Clifford Stewart Bawden, B.Ed.
Donald Burrows Black, B.Ed.
Merron Chorny, B.Ed.
John Stanley Farewell, B.Ed.
James Philip Fawcett, B.Ed.
Lawrence Archibald Fisher, B.Ed.
William Earl Lambert, B.Ed.
Peter Newton Russel Morrison, B.A., M.A.
Richard Simoli, B.Ed.
Harold Frederick Ulmer, B.Ed.
Robb Whitfield Wilson, B.A., B.Ed.

**The Following Teachers Were Admitted to
the Degree of Master of Arts**

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Rose Priscilla Madsen, B.A. B.Ed.
Edwin Linton Pitt, B.A.

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Intermediate Curriculum Committee: Anne Carmichael, Edmonton.

Elementary Curriculum Committee: Verna V. Milburn, Calgary.

General Curriculum Committee: Eric C. Ansley.

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June, 1949

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Fifth Statistical Report, Grade X Survey Tests

C. SANSOM, Ph.D.

Dr. Sansom, Honorary Member of the Alberta Teachers' Association, has been in charge of the testing program for pupils entering Grade X. The last tests in this program were given last year.

IN AN attempt to get objective evidence on the much discussed question as to whether the grounding of high school pupils in the lower grades preparatory to entering high school is improving or declining, the Alberta Teachers' Association decided some time ago to put on a five-year testing programme for pupils entering Grade X. The plan is to give identical tests in Vocabulary, Mathematics, English Usage, Science, and Social Studies for at least five years and to examine the results for indications of trends. A large sampling of Grade X students is taken each year from every type of school in which this grade is taught. The tests were first given in October, 1943, and the results were published in this magazine in July, 1944. The 1944 statistics, and comparisons with 1943, appeared in November, 1945. The third giving of the tests in October, 1945, was reported in this magazine as of September-October, 1947. The fourth statistical report covering the 1946 tests appeared in the issue of June, 1948. In this report and the tables appended hereto will be found the results of the 1947 tests and comparisons with former years, especially with the basic year, 1943. (See Table A and Tables 11 to 15 inclusive and 19 and 20.)

It should be noted that the first giving of the tests in 1943 merely set up a standard for later com-

parisons. Hence, to get a spread of five year-intervals it was necessary to administer the tests six times. They were given for the sixth and last time under the original scheme in October, 1948. These papers are now being scored, and when the results are tabulated and reported the present inquiry will come to an end.

The 1947 Test Results

The tabulated 1947 scores will be found in Tables 1 to 10 below. Tables 1, 3, 5, 7 and 9 give the test scores in the five subjects for boys and girls separately and combined. Tables 2, 4, 6, 8 and 10 give percentile scores over the whole range of talent for boys and girls separately and combined. A fifth column has been added to the percentile tables to show the percentile difference between girls and boys at each of the selected percentile points. In these columns, as in all the tables bearing on sex differences, a plus sign means that the boys were better than the girls, a minus sign that the girls were better than the boys.

Sex Differences

The difference between the boys and the girls expressed in terms of the means of the distributions will be found in Tables 17 and 18 for the five years in which the tests have been given. It will be seen that a uniform pattern in this regard has been maintained throughout the whole series of testings so far. Table 18 gives the critical ratios corresponding to the mean differences in Table 17. Since the critical ratios have been computed on the basis of the standard errors of the differences it is assumed that a critical ratio of three is necessary to establish a real difference between the means as opposed to a difference that might be due to chance. On this basis it is only in English Usage, Science, and

The A.T.A. Magazine

Social Studies that unmistakable sex differences occur, and this quite uniformly from year to year.

Comparative Results

1943 to 1947

Tables A and 11, 12, 13, 14, 15, 19, and 20 are the important ones bearing on the primary purpose of this study as set forth in the first paragraph of this report. Tables 11 to 15 inclusive show the comparative percentile results for the total scores (boys and girls combined) over the whole 1943-1947 period. Table 19 gives the differences in the mean scores for the four time periods taking 1943 as the base. Table 20 gives the corresponding critical ratios.

Social Studies is the only test that shows a consistent and significant decline. This may be due to the time currently spent in Social Science classes on events which have taken place since the test was made in 1943.

Conclusions

I think what impresses me most as I work over these statistics is the steadiness of elementary education in Alberta as reflected in these five tests rather than its fluctuations. The period since 1943 has been one of considerable disturbance in teaching circles with respect to personnel, salary unrest, and war and postwar conditions generally. Still the over-all

TABLE A. MEAN SCORES, 1943-1947 INCLUSIVE
Grade X Survey Tests

SUBJECT	Means 1943	Means 1944	Means 1945	Means 1946	Means 1947
Vocab.	32.23	31.46	31.71	31.88	31.99
Math.	13.90	14.31	14.76	15.84	15.65
English	73.44	73.78	73.71	74.30	75.30
Science	35.31	35.82	36.15	36.83	37.80
Social Studies	54.01	53.50	52.57	51.25	49.82

A plus sign in these tables shows that there was a gain over the period in question. A minus sign shows that the difference was a loss.

Table A above shows all the mean scores of all the tests to date. It will be seen from this table that in vocabulary the highest mean so far was the first one in 1943. But Tables 19 and 20 show that the differences are always insignificant.

In Mathematics the improvement has been general with a slight recession in 1947. The critical ratios in Table 20 show that a real improvement had been registered in 1946.

In English the improvement has been general with a small set-back in 1945 due no doubt to chance. In 1947 the critical ratio of the difference since 1943 rose well above the required three to establish certainty.

Science shows the largest and most consistent advance of all the tests.

picture has been quite favorable on a comparative basis over the whole period with the one exception of Social Studies where the declining figures can probably be accounted for on quite other grounds than a falling away in the effectiveness of the teaching effort.

The tendency to school consolidation might have an influence on these results. The transference of pupils to larger and better equipped schools should contribute to an improvement especially in the field of science.

But it must always be remembered that these successive reports deal only with comparative statistics. Whether the absolute standing of our pupils in subjects like Vocabulary, Mathematics and English Usage is as good as it ought to be on the threshold of the Senior High School is a question which lies outside the scope of this inquiry.

TABLE 1. VOCABULARY SCORES

Grade X Survey Tests, October, 1947

Score	Girls	Boys	Total
55-60	12	11	23
50-54	84	87	91
45-49	74	64	148
40-44	124	79	203
35-39	155	114	269
30-34	165	144	309
25-29	156	132	288
20-24	162	101	263
15-19	90	64	174
10-14	16	34	50
5-9	6	2	8
Total	1626	792	1818

TABLE 2. VOCABULARY PERCENTILE SCORES

Grade X Survey Tests, October, 1947

Percentile Points	All Scores	Girls	Boys	Difference Boys-Girls
P ₁₀₀	60.50	60.50	60.50	—
P ₉₅	52.77	53.63	52.14	-0.89
P ₉₀	47.08	47.75	46.28	-1.47
P ₈₅	41.80	42.35	40.93	-1.42
P ₈₀	39.54	40.29	38.75	-1.54
P ₇₅	37.86	38.47	37.02	-1.45
P ₇₀	34.48	35.16	33.74	-1.42
P ₆₅	31.64	32.02	30.89	-1.03
P ₆₀	29.63	29.87	29.13	-0.74
P ₅₅	28.38	28.88	27.83	-1.05
P ₅₀	25.73	25.94	25.52	-0.42
P ₄₅	22.00	22.38	21.40	-0.98
P ₄₀	18.66	18.85	17.97	-0.88
P ₃₅	14.16	14.93	12.70	-2.23
P ₃₀	4.50	4.50	4.50	—

TABLE 3. MATHEMATICS SCORES

Grade X Survey Tests, October, 1947

Score	Girls	Boys	Total
45-49	1	0	1
40-44	0	2	2
35-39	11	6	17
30-34	18	16	34
25-29	30	32	62
20-24	40	39	79
15-19	63	84	147
10-14	102	68	170
5-9	132	91	223
0-4	171	119	290
12-14	153	122	275
9-11	168	127	295
6-8	115	106	221
3-5	64	42	106
0-2	16	7	23
Total	1082	838	1920

TABLE 4. MATHEMATICS PERCENTILE SCORES

Grade X Survey Tests, October, 1947

Percentile Points	All Scores	Girls	Boys	Difference Boys-Girls
P ₁₀₀	44.50	44.50	44.50	—
P ₉₅	32.13	31.85	32.39	+0.54
P ₉₀	26.47	25.92	27.36	+1.44
P ₈₅	22.13	21.81	22.64	+0.83
P ₈₀	20.43	20.28	20.71	+0.43
P ₇₅	19.14	19.05	19.27	+0.22
P ₇₀	16.78	16.80	16.74	-0.06
P ₆₅	14.79	14.90	14.63	-0.27
P ₆₀	12.79	12.85	12.71	-0.14
P ₅₅	10.80	10.81	10.78	-0.03
P ₅₀	9.82	9.83	9.79	-0.04
P ₄₅	8.85	8.88	8.80	-0.08
P ₄₀	6.36	6.24	6.48	+0.24
P ₃₅	3.48	3.27	3.80	+0.53
P ₃₀	0.00	0.00	0.00	—

TABLE 5. ENGLISH SCORES

Grade X Survey Tests, October, 1947

Score	Girls	Boys	Total
95-100	20	6	26
90-94	98	32	130
85-89	146	64	210
80-84	205	107	312
75-79	176	117	293
70-74	148	130	278
65-69	82	127	209
60-64	65	87	152
55-59	21	61	82
50-54	9	21	30
45-49	7	10	17
40-44	2	5	7
35-39	0	3	3
Total	887	770	1757

TABLE 6. ENGLISH PERCENTILE SCORES

Grade X Survey Tests, October, 1947

Percentile Points	All Scores	Girls	Boys	Difference Boys-Girls
P ₁₀₀	100.50	100.50	100.50	—
P ₉₅	93.47	94.61	91.83	-2.18
P ₉₀	88.03	90.48	85.45	-4.03
P ₈₅	84.85	86.75	82.67	-4.71
P ₈₀	83.33	85.09	80.27	-4.82
P ₇₅	81.92	83.72	78.56	-5.16
P ₇₀	79.84	81.31	75.27	-6.04
P ₆₅	76.08	78.80	72.93	-6.37
P ₆₀	72.90	76.00	69.26	-6.74
P ₅₅	69.81	72.93	66.23	-6.97
P ₅₀	67.88	71.24	64.72	-6.52
P ₄₅	65.88	69.55	62.29	-6.95
P ₄₀	60.71	64.09	57.61	-6.48
P ₃₅	53.78	57.26	50.71	-6.55
P ₃₀	34.50	38.50	34.50	—

TABLE 7. SCIENCE SCORES

Grade X Survey Tests, October, 1947

Score	Girls	Boys	Total
95-100	2	14	16
90-94	21	43	64
85-89	41	122	163
80-84	61	117	178
75-79	130	109	239
70-74	183	124	307
65-69	162	114	276
60-64	91	81	172
55-59	73	223	296
50-54	29	35	64
45-49	9	25	34
40-44	1	7	8
35-39	1	1	2
30-34	1	1	2
25-29	1	1	2
20-24	1	1	2
15-19	1	1	2
10-14	1	1	2
5-9	1	1	2
0-4	1	1	2
Total	1097	834	1931

TABLE 8. SCIENCE PERCENTILE SCORES

Grade X Survey Tests, October, 1947

Percentile Points	All Scores	Girls	Boys	Difference Boys-Girls
P ₁₀₀	60.50	60.50	60.50	—
P ₉₅	51.63	49.77	52.87	+3.10
P ₉₀	47.77	45.35	49.60	+4.25
P ₈₅	44.45	42.32	46.81	+4.49
P ₈₀	43.24	41.14	45.74	+4.60
P ₇₅	42.02	40.13	44.67	+4.54
P ₇₀	39.91	38.10	42.39	+4.29
P ₆₅	37.86	36.08	40.27	+4.21
P ₆₀	35.77	34.06	38.23	+4.17
P ₅₅	33.62	32.02	36.43	+4.01
P ₅₀	32.38	30.93	34.79	+3.86
P ₄₅	31.08	29.83	33.42	+3.59
P ₄₀	27.92	26.93	30.22	+3.29
P ₃₅	23.89	22.95	25.45	+2.50
P ₃₀	14.50	14.50	14.50	—

TABLE 9. SOCIAL STUDIES SCORES

Grade X Survey Tests, October, 1947

Score	Girls	Boys	Total
75-80	2	15	17
70-74	30	42	72
65-69	64	70	134
60-64	116	100	216
55-59	194	121	275
50-54	175	145	320
45-49	171	109	280
40-44	98	94	192
35-39	83	50	143
30-34	67	30	97
25-29	41	21	62
20-24	28	9	37
15-19	15	5	20
10-14	3	0	3
5-9	1	2	3
Total	1107	736	1893

TABLE 10. SOCIAL STUDIES PERCENTILE SCORES

Grade X Survey Tests, October, 1947

Percentile Points	All Scores	Girls	Boys	Difference Boys-Girls
P ₁₀₀	80.50	80.50	80.50	—
P ₉₅	71.74	69.41	73.48	+4.07
P ₉₀	65.76	63.87	67.96	+4.09
P ₈₅	60.80	59.19	62.99	+3.80
P ₈₀	58.88	57.40	61.03	+3.63
P ₇₅	57.16	55.60	59.14	+3.54
P ₇₀	53.75	52.29	55.89	+3.60
P ₆₅	50.46	49.11	52.83	+3.42
P ₆₀	47.11	45.87	49.06	+3.19
P ₅₅	43.63	42.36	45.45	+3.09
P ₅₀	41.71	40.50	43.48	+3.06
P ₄₅	39.80	38.12	41.55	+3.43
P ₄₀	32.87	31.27	35.66	+4.39
P ₃₅	23.80	22.22	26.30	+4.08
P ₃₀	4.50	4.50	4.50	—

TABLE 11. PERCENTILE, TOTAL SCORES
1943 and 1947

Grade X Survey Tests			
VOCABULARY			
Percentile Points	1943 (2194)	1947 (1818)	Difference 1947-1943
P ₁₀₀	60.50	60.50	
P ₉₅	62.78	62.77	-0.01
P ₉₀	47.68	47.08	-0.60
P ₈₅	42.57	41.90	-0.77
P ₈₀	40.46	39.56	-0.90
P ₇₅	38.47	37.86	-0.61
P ₇₀	34.73	34.48	-0.25
P ₆₅	31.50	31.54	+0.04
P ₆₀	28.38	28.53	+0.15
P ₅₅	25.37	25.38	+0.01
P ₅₀	23.77	23.73	-0.04
P ₄₅	22.08	22.00	-0.08
P ₄₀	18.25	18.06	-0.19
P ₃₅	14.52	14.15	-0.37
P ₃₀	4.50	4.50	

TABLE 12. PERCENTILE, TOTAL SCORES
1943 and 1947

Grade X Survey Tests			
MATHEMATICS			
Percentile Points	1943 (2194)	1947 (1920)	Difference 1947-1943
P ₁₀₀	41.50	44.50	
P ₉₅	29.58	32.13	+2.55
P ₉₀	23.80	26.47	+2.67
P ₈₅	19.54	22.13	+2.59
P ₈₀	17.97	20.48	+2.50
P ₇₅	16.74	19.33	+2.60
P ₇₀	14.59	16.78	+2.19
P ₆₅	12.81	14.79	+1.98
P ₆₀	11.02	12.79	+1.77
P ₅₅	9.42	10.80	+1.38
P ₅₀	8.07	9.89	+1.82
P ₄₅	7.76	8.85	+1.09
P ₄₀	5.94	6.36	+0.42
P ₃₅	3.28	3.48	+0.20
P ₃₀	0.00	0.00	

TABLE 13. PERCENTILES, TOTAL SCORES
1943 and 1947

Grade X Survey Tests			
ENGLISH			
Percentile Points	1943 (2203)	1947 (1787)	Difference 1947-1943
P ₁₀₀	100.50	100.50	
P ₉₅	92.57	93.47	+0.90
P ₉₀	87.43	89.03	+1.60
P ₈₅	83.21	84.65	+1.44
P ₈₀	81.66	83.33	+1.67
P ₇₅	80.12	81.92	+1.80
P ₇₀	77.18	79.08	+1.90
P ₆₅	74.25	76.08	+1.83
P ₆₀	71.23	72.99	+1.76
P ₅₅	67.84	69.81	+1.97
P ₅₀	65.91	67.88	+1.97
P ₄₅	63.83	65.89	+2.06
P ₄₀	58.43	60.71	+2.28
P ₃₅	51.24	53.78	+2.54
P ₃₀	29.50	34.50	

TABLE 14. PERCENTILES, TOTAL SCORES
1943 and 1947

Grade X Survey Tests			
SCIENCE			
Percentile Points	1943 (2205)	1947 (1931)	Difference 1947-1943
P ₁₀₀	60.50	60.50	
P ₉₅	49.13	51.63	+2.50
P ₉₀	45.15	47.77	+2.62
P ₈₅	41.74	44.45	+2.71
P ₈₀	40.46	43.24	+2.78
P ₇₅	39.24	42.02	+2.78
P ₇₀	37.15	39.91	+2.76
P ₆₅	35.20	37.86	+2.66
P ₆₀	33.25	35.77	+2.52
P ₅₅	31.21	33.52	+2.31
P ₅₀	30.15	32.38	+2.23
P ₄₅	28.96	31.08	+2.12
P ₄₀	25.86	27.92	+2.07
P ₃₅	21.60	23.89	+2.29
P ₃₀	11.50	14.50	

TABLE 15. PERCENTILES, TOTAL SCORES
1943 and 1947

Grade X Survey Tests			
SOCIAL SCIENCE			
Percentile Points	1943 (2209)	1947 (1893)	Difference 1947-1943
P ₁₀₀	80.50	80.50	
P ₉₅	74.09	71.74	-2.35
P ₉₀	68.70	65.76	-2.94
P ₈₅	64.34	60.90	-3.44
P ₈₀	62.70	58.98	-3.72
P ₇₅	61.95	57.16	-4.79
P ₇₀	57.89	53.75	-4.14
P ₆₅	54.85	50.46	-4.39
P ₆₀	51.75	47.11	-4.64
P ₅₅	48.33	43.63	-4.70
P ₅₀	46.24	41.71	-4.53
P ₄₅	44.02	39.80	-4.22
P ₄₀	37.93	32.57	-5.36
P ₃₅	29.41	23.80	-5.61
P ₃₀	14.50	4.50	

TABLE 16. STATISTICS OF THE MEANS
Grade X Survey Tests, October, 1947

	Vocab.	Math.	Eng.	Science	Soc. Sc.
All Scores	1818	1920	1757	1331	1893
Total Scores	1026	1082	987	1097	1107
Boys	792	834	770	834	786
Possible Score	60	50	100	80	80
Mean Scores	All Scores 31.99	15.65	78.30	37.89	48.82
Girls	32.48	15.54	77.84	36.09	48.24
Boys	31.34	15.81	72.08	39.95	51.92
Sigma (Dist.)	All Scores 10.65	7.68	10.85	7.47	12.85
Girls	10.65	7.56	10.05	7.08	12.40
Boys	10.65	7.83	11.00	7.41	12.50
Sigma (Means)	All Scores .353	.175	.289	.170	.288
Girls	.353	.230	.320	.214	.373
Boys	.378	.279	.386	.287	.468
P.E. (Means)	All Scores .169	.118	.175	.115	.194
Girls	.225	.158	.216	.144	.282
Boys	.255	.182	.267	.174	.301

TABLE 17. MEAN DIFFERENCES, BOYS-GIRLS
1943, 1944, 1945, 1946, 1947

Grade X Survey Tests					
Subject	1943	1944	1945	1946	1947
Vocab.	+0.15	-0.72	-0.28	-1.13	-1.14
Math.	+0.25	+0.73	+0.12	+1.08	+0.27
English	-4.74	-4.16	-4.45	-5.81	-5.76
Science	+4.43	+4.28	+4.24	+3.83	+3.86
Soc. St.	+5.44	+4.33	+5.08	+4.76	+3.08

TABLE 18. CRITICAL RATIOS, BOYS-GIRLS
1943, 1944, 1945, 1946, 1947

Grade X Survey Tests					
Subject	1943	1944	1945	1946	1947
Vocab.	0.32	1.36	0.60	1.99	2.91
Math.	0.81	2.08	0.28	2.57	0.76
English	10.09	8.14	9.27	10.12	11.32
Science	14.67	13.77	13.91	9.97	11.56
Soc. St.	11.31	7.87	11.81	7.39	6.16

TABLE 19. COMPARATIVE RESULTS
MEAN DIFFERENCES

Grade X Survey Tests				
Subject	Mean Difference 1944-1943	Mean Difference 1945-1943	Mean Difference 1946-1943	Mean Difference 1947-1943
Vocab.	-0.37	-0.52	-0.35	-0.24
Math.	+0.41	+0.86	+1.94	+1.75
English	+0.34	+0.27	+0.66	+1.86
Science	+0.51	+0.84	+1.52	+2.49
Soc. St.	-0.51	-1.44	-2.76	-1.19

TABLE 20. COMPARATIVE RESULTS
CRITICAL RATIOS

Grade X Survey Tests				
Subject	Critical Ratio 1944-1943	Critical Ratio 1945-1943	Critical Ratio 1946-1943	Critical Ratio 1947-1943
Vocab.	1.05	1.60	0.97	0.08
Math.	1.80	2.03	7.55	5.99
English	0.98	0.82	2.31	5.31
Science	2.20	3.80	6.06	10.78
Soc. St.	1.36	4.06	6.73	10.91

Teacher's Salaries In Canada

The Canadian Teachers' Federation, representing 58,000 Canadian teachers, has presented to the Canadian Government a Brief urging federal grants to the Province to enable all the Provinces to afford their children equal educational opportunities. The picture of teacher shortage drawn in the Brief is sufficiently impressive to awe even administrators in this country, experienced as they are in such conditions.

"Is the Government aware of the following facts," asks the Brief.—That one out of every ten persons engaged in teaching Canadian children is without the minimum professional qualifications normally demanded? That the latest available table (1947) showing median salaries reflects the qualifications of teachers and gives some indication of the geographical differential in the matter of educational opportunity? (The table is given below.) That despite the return of male teachers from the Services there were 1700 fewer in 1947 than there were in 1939? That in April 1948 approxi-

mately 22,000 pupils in two Provinces were receiving their education through correspondence because of the lack of teachers? That 31 per cent of the teachers of one Province and only 2 per cent of another are university graduates?

Median Salaries, 1947

British Columbia	\$2042
Alberta	1546
Ontario	1514
Manitoba	1304
Saskatchewan	1265
Nova Scotia	1241
New Brunswick	977
Prince Edward Island	816

The Canadian Teachers' Federation believes that a simple per pupil capita grant would bring the greatest benefits compatible with safeguards to guarantee that the Federal Government would not infringe upon the jurisdiction of the Provinces in the field of education, and that any system of federal aid should be contingent upon the Province maintaining or bettering their present level of payments towards education.—*The Scottish Educational Journal.*

THE "DAFFY DILL"

(Continued from Page 15)

want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist Home. I made the jungle gym from old pipe, and the guys

made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I am fifteen, and I am sort of anxious to because there are a lot of things I want to learn how to do and, as my uncle says, I'm not getting any younger.

How about it? Haven't you got a picture in mind that will let Alberta know about some of our needs? Enter the photo contest!

Resolutions Adopted by the Annual General Meeting, 1949

1. BE IT RESOLVED, that the Government of Alberta be urged to adopt the following measures as minimum essentials for elementary and secondary education in the Province:

1. An immediate increase in teachers' salaries, such increase to bring the salaries to a professional level where they would attract the superior students of the Province, and where they might induce to return to the profession many teachers who have left teaching for more remunerative employment.

2. Adequate grants up to at least 50% of the total cost of elementary and secondary education, such grants to include

- (a) a grant per classroom,
- (b) an equalization grant, based on the assessment per classroom,
- (c) a grant per pupil, based on enrolment,
- (d) a grant per teacher, based on qualifications and experience,
- (e) a grant towards costs of transportation in centralization,
- (f) an isolation grant, based on the isolation of the school,
- (g) a building grant for schools and homes for teachers.

3. Adequate retirement allowances, with the pension scheme providing for disability and death benefits.

4. More teacher participation in school programmes so that teachers may share in the development and planning of curricula and all other activities of the school.

5. The establishment of higher standards for the teaching profession, including entrance requirements which are the equivalent of those for other faculties of the University, and a mini-

mum of two years of training for certification.

6. The institution of a definite and dynamic recruitment campaign to get superior students to enter the teaching profession in sufficient numbers.

7. The discontinuance of the practice of permitting school boards to engage unqualified persons in classrooms as "correspondence supervisors".

8. Security of tenure, including the right of a teacher or principal to an appeal in case of a proposed transfer.

2. Whereas; the qualifications for entrance into the Faculty of Education of the University of Alberta have been lower than those required for entrance into the other faculties, with the inevitable result that the status and prestige of the teaching profession have been, and are being, impaired thereby,

BE IT RESOLVED, that the Alberta Teachers' Association recommend to the Faculty of Education, of the University of Alberta, the Department of Education, the Executive Council of the Government and the Board of Teacher Education and Certification that the qualifications required for entrance into the Faculty of Education be raised to the equivalent of the qualifications required for entrance into the Faculty of Arts and Science.

3. Whereas; it is not possible, in a one-year teacher-training programme, to make adequate provision for academic courses, professional courses, and practice teaching,

BE IT RESOLVED, that the Alberta Teachers' Association recommend to the Department of Educa-

tion, the Executive Council of the Government and the Board of Teacher Education and Certification that the one-year programme of teacher-training be eliminated and that a minimum of two years in the Faculty of Education of the University be required for certification.

4. **BE IT RESOLVED**, that teachers be encouraged to take part in curriculum-making throughout the Province with adequate provision being made for meetings during regular school time.

5. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education and the Executive Council of the Government that *The School Act* be amended by providing that all proposed termination of designations of principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference, and that all proposed transfers of teachers be subject to appeal to a committee of the school boards and the teachers' association.

6. Whereas; the Alberta Teachers' Association views with alarm the encroachment on the rights and duties of the Department of Education by the Department of Municipal Affairs as evidenced by:

- (1) Section 293a of *The School Act*,
- (2) The recommendations of the Judge Report,
- (3) The appointment of the Deputy Minister of Municipal Affairs, as a Commissioner, under the terms of Section 293a of *The School Act*,
- (4) The proposal by the Minister of Municipal Affairs that an experimental unit of administration be set up in Alberta, in which the schools would be

under the control of municipal councils,

BE IT RESOLVED, that (1) the Alberta Teachers' Association ask the Executive Council of the Government to amend *The School Act* by deleting Section 293a, (2) the Alberta Teachers' Association inform the Executive Council of the Government that the Alberta Teachers' Association is opposed to any scheme of local government in which there is no provision for an independent school board, responsible to the electors only.

7. Whereas; on January 1, 1949, only 260 teachers in Alberta were being paid at a rate of salary less than \$1,500 per year,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 172 of *The School Act* by raising the Statutory Minimum to \$1,500 per year and by the deletion of the proviso to Subsection (2), "Provided that upon the request of a board the Minister may authorize the payment at a lower rate of salary for a specified time."

8. Whereas; it is imperative that more vice-principalships be established, in order to provide training for principalships,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 178, Subsection (1) of *The School Act* by providing that a vice-principal be appointed in every school where six or more teachers are employed.

9. Whereas; salary agreements are now negotiated by the board of trustees and representatives of the teacher employees,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 171, Subsection (6) of *The School Act* by deleting "or by reason of the financial necessities or circumstances of the district."

10. BE IT RESOLVED, that the maximum number of pupils for any classroom be 32 and that in case a grant per pupil enrollment is included in the grant regulations, no grant be made for more than 32 pupils for each "home" classroom.

11. BE IT RESOLVED, that the Alberta Teachers' Association ask the Alberta School Trustees' Association, the Alberta Educational Council, the Alberta Home and School Association, and other groups interested in our schools, to join with the Alberta Teachers' Association in employing one or more properly trained and experienced school technicians to make a survey of elementary and secondary education in Alberta, the results of such survey to be published and to form the basis for a minimum foundation programme for the schools of Alberta, after being submitted to each of the above-named groups for approval.

12. BE IT RESOLVED, that the Alberta Teachers' Association approves the provisions in *The School Act* for religious instruction in schools.

13. Whereas; the present system of collective bargaining between local groups of teachers and their employing boards has in the main proved satisfactory to date; but **Whereas**; there is merit in the principle of one salary schedule for all teachers in the Province,

S. ALWYN BARTLETT

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Secretary-Treasurer,
Medicine Hat School District,
No. 76,
Medicine Hat, Alberta.

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BE IT RESOLVED that this Annual General Meeting endorse participation by our Executive in further conferences with the Department of Education and the Alberta School Trustees' Association with a view to arriving at a definite Provincial Salary Schedule proposal for submission to councillors in General Meeting.

14. **BE IT RESOLVED**, that the Alberta Teachers' Association recommends the reclassification of teachers' certification, with a view to having as few certificates as is feasible, provided that (1) no teaching privileges at present held by teachers affected shall be reduced, and (2) in the event teaching privileges are increased, teachers be required to increase qualification through attendance at the Faculty of Education.

15. **BE IT RESOLVED**, that the Alberta Teachers' Association, and the Local Associations of the Alberta Teachers' Association, ask all members of the House of Commons and the Senate from Alberta to support legislation for federal aid for schools.

16. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to negotiate with the Alberta Teachers' Association and the Alberta School Trustees' Association, all regulations of the Department of Education in which teachers' interests are concerned.

17. **BE IT RESOLVED**, that the Alberta Teachers' Association inform the Executive Council of the Government that it is opposed to the policy of the Government in offering bursaries to students who enrol in the Faculty of Education, as the only solution to the problem of the teacher shortage.

18. **BE IT RESOLVED**, that the Alberta Teachers' Association ask

The A.T.A. Magazine

the Executive Council of the Government to make provision in *The School Act* that an award of a board of arbitration in respect to salary disputes between a school board and its teacher employees be made binding on both parties to the dispute.

19. BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing uniform holiday periods from year to year.

20. Whereas; a number of school boards have used the appended letter as the reason for not agreeing to reasonable, if any, increases in salaries, and

Whereas; a similar letter was written to school boards two years ago with similar results,

BE IT RESOLVED, that the Alberta Teachers' Association inform the Department of Education that

it disapproves of letters of this kind being sent by the Department of Education to school boards as they are not in the best interests of the teachers, nor are they conducive to good relationships between school boards and teachers, as they may be instrumental in either forcing the teachers to accept smaller raises in salaries than might otherwise have been negotiated, or in the teachers refusing to accept the offer of the board, with a deadlock in salary negotiations resulting.

"Re: School Grants 1949

During the past two years the rates struck for the payment of school grants have proved to call for payments to school boards in excess of the money appropriated for this purpose. Further, as boards are aware, for many years it has been necessary to carry fall term grants earned over until after April 1 for payment. With a view to rectifying this situation and

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to make sure that grants authorized under the Grant Regulations do not exceed the available funds it is anticipated that any increase in rates of grant payments this year will have to be kept at quite modest figures.

Consequently, in preparing budgets for 1949 school boards should be conservative with respect to school grant estimates.

(Sgd.) W. H. Swift,
Deputy Minister."

21. BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for payment of a teacher's salary in full for a period of not more than five days in any one year in cases where a teacher is absent from school to attend meetings of an educational nature.

22. Whereas; the 1948 amendments to the Teachers' Retirement Fund Act and the By-laws thereunder

make no provision to include those teachers who retired on pension prior to April 1st, 1948, and Whereas; these teachers receive a pension of not more than \$40.00 per month which compares unfavorably with pensions now being granted under the amended Act, BE IT RESOLVED, that this Annual General Meeting directs the Provincial Executive of the Association to:

- (1) Secure the establishment of a supplementary Pensions and Benevolent Fund to be provided by a levy of 1% on the salaries of the membership of the Association
- (2) To pay from the said Fund on application to retired teachers who retired prior to April 1st, 1948, as generous a supplementary pension as the Fund will allow
- (3) To provide from the Fund benefits and assistance to

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teachers who through ill health and affliction are unable to carry on the work of teaching and thereby suffer want and economic distress

- (4) To provide from the Fund benefits and assistance to dependents of deceased teachers as far as the Fund will allow
- (5) To take such steps as may be expedient to arrange for the proper collection and administration of the Fund so that it may come into operation at the earliest possible date.

23. BE IT RESOLVED, that the Executive of the Alberta Teachers' Association be asked to consider ways of improving our public relations and publicity programmes with a view to:

- (1) The holding of an Alberta Teachers' Association workshop at the Banff School of Fine Arts at the close of the regular session August, 1949
- (2) Requesting the Director of the Banff School of Fine Arts to offer a course in Educational Publicity, Public Relations and Journalism at the Banff School of Fine Arts, beginning 1950.

24. Whereas; good public relations and an organized plan of publicity are needed to keep the people of Alberta informed with respect to the good and bad features of our educational system, and
Whereas; a lack of interest on the part of our citizens in our schools may be due to ignorance of the state of our schools and of the objectives of education in Alberta, and not to public indifference to education,

BE IT RESOLVED, that every Local be urged to set up a Public Relations Committee, which Committee shall be responsible for:

- (1) Sending news of local interest to the local press
- (2) Sending news of provincial interest to the Alberta Teachers' Association Head Office
- (3) Assisting the Alberta Educational Council publicity campaign and all other campaigns interested in the welfare of our schools
- (4) Cooperating with the press through advising them of educational events of interest and news value, and further

BE IT RESOLVED, that each Local provide the necessary funds in order that this Committee may not be handicapped in carrying out its duties.

25. BE IT RESOLVED, that the Department of Education and the Faculty of Education of the University of Alberta be asked to organize workshops for groups of teachers as a form of in-service training and that school boards be encouraged to send teachers to attend these workshops, and that teachers who attend shall receive their salaries in full and have all expenses paid.

26. Whereas; there is a feeling on the part of the public generally that many of the magazines and comic papers being offered for sale to young boys and girls may tend to create an unhealthy interest in crime and violence,
BE IT RESOLVED, that this Annual General Meeting request that there be strict supervision of the sale of such magazines and comic papers.

27. Whereas; there are other professional groups which are allowed certain special deductions pertaining to professional expenses, when filing income tax returns, and
Whereas; no such equal considerations are granted for similar conditions within the teaching profession,

BE IT RESOLVED, that the Alberta Teachers' Association Executive be urged to continue to press for like consideration for the teaching profession.

28. BE IT RESOLVED, that we petition the Provincial Government to establish special capital grants to aid in the building of new schools and teacherages.

29. Whereas; an adequate school library is indispensable to the successful operation of a school, and

Whereas; increasingly large sums of money must be invested in books for school libraries to implement the course of studies, and Whereas; money spent for books for school libraries is vastly more useful and productive if a qualified teacher-librarian is engaged to organize and operate the school library, and

Whereas; there is under the present school set-up, little if any provision for teacher-librarians to organize and operate school libraries as a part of their paid teaching duties,

BE IT RESOLVED, that we request the Annual General Meeting to urge upon the Department of Education and local school boards the necessity of provision for the services of qualified teacher-librarians on either part-time or full-time basis (dependent on size of library) to organize and operate the school libraries or school division libraries as a part of their regular paid teaching load during school hours.

30. BE IT RESOLVED, that the Canadian Teachers' Federation be asked to take every step possible to remove customs duties which are now levied on projection machines and other audio-visual materials for use in schools.

31. BE IT RESOLVED, that the Federal Government be requested to abolish "the means test" for all persons who attain pensionable age.

32. Whereas; the Alberta School Broadcasts are provided for all school children, and

Whereas; the reception from present outlets is frequently poor because of interference, and

Whereas; reception can be improved by increasing the number of outlets,

BE IT RESOLVED, that the Executive of the Alberta Teachers' Association endeavour to have future School Broadcasts released through a larger number of stations.

33. BE IT RESOLVED, that control of number of teachers certificated each year be placed within the control of the Alberta Teachers' Association.

34. Whereas; it is in the interests of the general public for teachers to continually improve their general educational and professional qualifications,

BE IT RESOLVED, that one year's Sabbatical Leave be granted teachers at the conclusion of seven (7) years' continuous service or less with one employer as agreed to by individual boards, and further

BE IT RESOLVED, that leave be included in negotiations of salary schedules.

35. BE IT RESOLVED, that the Department of Education instruct all superintendents to refrain from taking a partisan attitude in salary negotiations.

36. BE IT RESOLVED, that teachers retain the right to call a strike.

37. Whereas; it is apparent from our proposed budget that we have no more than sufficient funds available than will be necessary to cover current expenditures, and Whereas; we should now be establishing a healthy surplus to aid in the construction of our own home and other worthy projects,

BE IT RESOLVED, that the incoming Executive be instructed to explore the whole field of our financial structure and if deemed necessary call upon the members of this organization to decide by electoral ballot whether they will endorse a definite stated increase in our fees.

38. **BE IT RESOLVED**, that this Annual General Meeting recommends the purchase by Locals of copies of the new Handbook in sufficient numbers to at least provide each executive member with one copy.

39. **BE IT RESOLVED**, that this Annual General Meeting express its confidence in the ability of the members of our Provincial Executive individually and collectively to properly manage the financial affairs of our Association.

40. **BE IT RESOLVED**, that (1) a retired teacher who has qualified for a pension and who has taught for a period of at least twenty years may become a Life Member of the Association on the recommendation of the Executive Council, (2) a Life Member shall have all the rights and privileges of an ordinary member except that he may not vote in provincial Alberta Teachers' Association elections, nor on provincial Alberta Teachers' Association by-laws, (3) a Life Member shall be eligible to join any branch or Local of the Association, and further

BE IT RESOLVED, that (1) Honorary Membership may be awarded on the recommendation of a two-thirds majority Executive Council to Life Members or others who have rendered distinguished service to the advancement of education and the teaching profession, (2) Honorary Members shall have all the rights and privileges of other Life Members, (3) Honorary awards shall be presented at the Annual General Meeting and shall be limited to two per year.

41. Whereas; towns coming into Divisions may find that salaries of present teachers are above the divisional schedule, and

Whereas; when schedules are changed from "Positional" to "Single" form, some salaries are higher than they would be under the single schedule.

BE IT RESOLVED, that we reiterate our policy of insisting that teachers' salaries be not reduced to fit new schedules.

42. Whereas; the *Alberta School Act*, as amended in 1949, makes provision for scholarships by districts for teacher-training, and

Whereas; the Department of Education has circularized School Boards, asking them to share in the cost of these bursaries,

BE IT RESOLVED, that we deplore the action of the Department in suggesting that School Boards bind teachers-in-training to a contract to teach in a particular district for a specified time.

43. Whereas; there are a number of closely related resolutions on such matters as pensions, school grants, etc.,

BE IT RESOLVED, that the Resolutions Committee group the resolutions in the Handbook, as much as possible, under related topics.

44. Whereas; there is a definite possibility that the fees paid by university students may be raised, and

Whereas; such an increase would make it more difficult for high calibre high school students to attend university, and

Whereas; such students are necessary in the teaching profession as in all other fields of professional endeavour, and

Whereas; university-trained citizens benefit the community, the Province and the Nation, and

Whereas; this Province has ample resources with which to support the University of Alberta,

BE IT RESOLVED, that (1) the Government of the Province of Alberta absorb the increased cost of

operating the University of Alberta, and (2) the fees paid by university students be not raised.

45. Whereas; at the present time money, more than ability, is a primary requirement for a university education, and

Whereas; this right should depend on ability rather than on economic status so that the needs of the community can best be served, and

Whereas; a plan similar to the D.V.A. scheme under which the Dominion Government pays the tuition and the living costs of student veterans, but applied to high school graduates who are worthy of university education, would enrich the potentialities of our population,

BE IT RESOLVED, that (1) the Government of the Province of Alberta should take immediate steps to institute such a plan, and (2) the Government of the Province of Alberta should approach the Dominion Government for aid in carrying it out.

Resolutions Referred to the Provincial Executive by Annual General Meeting, 1949

1. Whereas; the present pension scheme does not make provision for a partial pension for the dependents of the pensioner in case of death before age 55,

BE IT RESOLVED, that the Provincial Executive seek an amendment to the effect that this age limit be reduced.

2. Whereas; the Provincial Executive now handles quite large sums of money and there is always a chance of censure or adverse

criticism from among their own ranks, or those in the general teaching body,

BE IT RESOLVED, that the Financial Statement be broken down into greater detail to preclude any such possibility.

3. Whereas; it would seem from The Gimby Report that many of the cases that come before the Discipline Committee involve women,

BE IT RESOLVED, that one or two women be appointed to the Discipline Committee.

4. Whereas; the business of the Alberta Teachers' Association has greatly increased in volume in recent years,

BE IT RESOLVED, that the administrative personnel be increased by the addition of an office manager or an assistant General Secretary in order to cope with these greater demands.

5. **BE IT RESOLVED**, that a reorganization of the Geographical Districts should be made, so that the smaller districts, now in the same Geographic Districts as Calgary and Edmonton, have an opportunity to sometime have a representative from elsewhere than the Calgary or Edmonton City Locals, to represent them.

6. Whereas; many school districts now have salary schedules containing clauses whereby university courses on the undergraduate and graduate level are used to determine the salary above the basic rate, and

Whereas; the University of Alberta, Faculty of Education, evaluates courses only with the view of having the said teacher proceed with their Bachelor of Education degree,

BE IT RESOLVED, that a Central Evaluating Committee be established to function as a "University-Course Salary Rating Committee" the same to have representation from the Alberta Teachers' Association, the Alberta School Trustees' Association, the Department of Education, and the University of Alberta.

Resolutions Referred to the A.T.A. Education Coordinating Committee

Resolutions 46, 47, and 69 to 77 inclusively, which appeared in the April issue of *The A.T.A. Magazine*, and the resolution given below, were referred to The A.T.A. Education Coordinating Committee.

Whereas; the present results of Grade IX Departmental Examina-

tions, reported as "H", "A", "B", "C" and "D" provide insufficient information for guidance purposes, due to the range between the top "A" and the bottom "B",

BE IT RESOLVED, that the Grade IX Departmental results be made available to teachers in deciles.

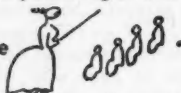
Resolution Referred to the Board of Teacher Education and Certification

Resolution 58, which appeared in The April issue of *The A.T.A. Magazine* was referred to the

Board of Teacher Education and Certification.

DISCIPLINE

The kids a hundred years ago were
taught their tasks by rule



"We lick 'em and we larn 'em" was the motto
of the school.



The dreary
path to knowledge for young 'uns , smart or
dumb

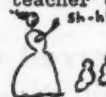


was emphasized at
either end of their curriculum.

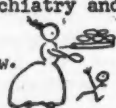


But should the teacher try today a mild

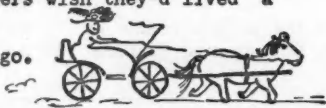
reproof or two
psychologists
writhe in dismay and twenty parents sue.



Psychiatry and guidance
have banished every blow.



But
sometimes teachners wish they'd lived a
hundred years ago.



Frederick J. Moffitt, New York State Education Department.
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News From Our Locals

Andrew Sub-local

The sixth meeting of the Andrew Sub-local was held on March 11.

Mrs. Mary Semeniuk spoke on "Modern Method of Teaching Arithmetic in the Primary Grades". Then Mr. Fred Danelesko gave an interesting talk on "Teaching Arithmetic in the Intermediate Grades". A lively discussion followed the two talks.

After the meeting adjourned the thirteen teachers present were invited to the teacherage for lunch, served by Mrs. O. Chernyk.

Athabasca Sub-local

A meeting of the Athabasca Sub-local was held Saturday, April 29, for the purpose of organizing the Sub-local track meet, which will take place on Friday, May 13. Mr. J. Wood and Miss M. Singer were made, respectively, president and secretary of the track meet committee.

Mr. Neil Purvis and Mr. Carl Fardvolden will be in charge of the June meeting, which will be a social affair. Following the business meeting luncheon was served by the Athabasca teachers in the household economics room.

Bawlf Sub-local

The third meeting of the Bawlf Sub-local was held on April 27 at the home of Mr. Rolseth. Eleven teachers were present.

Rules and regulations regarding the track meet were decided upon and final arrangements were made.

After a rather lengthy meeting, lunch was served by the Rosalind teachers.

Berry Creek Local

An Institute meeting, held in Sunnynook High School, April 8, was attended by ten teachers and Mr. W. G. Hay, Superintendent of Berry Creek School Division.

Mrs. R. Pollington of Annasheim School gave a very helpful lecture on art. A vote of thanks was given Mrs. Pollington.

Lunch was served by Misses Funnell and Horner.

The Local meeting was held in the afternoon. Mrs. Koleyak and Mr. M. Paetz were nominated to attend the Convention in Edmonton. Mr. Paetz was appointed to attend the trustees' and teachers' meeting in Castor, April 23.

Bon Accord - Gibbons Sub-local

A meeting of the Bon Accord-Gibbons Sub-local was held in the Gibbons High School on May 2.

Two very successful Country Talent Programmes have been held; four half-hour recordings were made and broadcast by station CKUA.

Mr. Sywolos reported on executive activities. The Blue Cross Hospitalization Plan was drawn to a nearer completion; all members signed the application cards.

An inspiring discussion was had on child personality and behavior.

Lunch was served by the Gibbons teachers.

Calgary Rural Local

The Calgary Rural Local held its regular meeting on May 13 at the Elks Hall.

Mr. Mumby, president, reported that the salary negotiating committee had decided it would be expedient to shelve any further meetings with the Board until next January, when the present schedule expires.

An open discussion on how to stimulate interest in our Local was held. It was the general opinion that a more suitable place for meetings would help. A committee headed by Mr. Schrader was appointed to look for a more suitable meeting place. Any suggestions will be appreciated by this committee. It was also decided

that programmes to follow regular meetings be suggested by members and passed in to the executive so that plans could be formulated for fall meetings.

In connection with sports, the following was ruled: No grade below six take part in events away from their school; sack races, thread and needle races be substituted for high and broad jumps for grades below six; weight, age and height of contestants be considered; and cards instead of ribbons be given for prizes.

Mr. White gave a very good resumé of a talk given at the Annual General Meeting by Mr. R. E. McKay, Director of Field Service for the California Teachers' Association.

Suggestions as to how a comprehensive study on Public Relations could best be carried out were called for, and all members were asked to give it careful thought before the next meeting.

Clover Bar Sub-local

Members of the Clover Bar Sub-local met downstairs in the Masonic Temple, April 2. Mr. Piercy presided.

A very interesting talk was delivered by Dr. McDougal from the Rural Health Unit concerning the work being done by that unit in the field of mental hygiene. Discussion followed.

Plans for the musical festival to be held in Edmonton May 6 were discussed. It was decided that the discussion regarding the track meet be left for the May agenda.

Czar - Hardisty Sub-local

The Czar - Hardisty Sub-local held its regular meeting in Amisk, May 11, with a good attendance recorded.

The major topic of the meeting was the forthcoming Sub-local track meet scheduled for Hughenden on May 23. Ribbons denoting first, second, and third in each event will be awarded to the respective students. There will also be an aggregate

honors award for the boy and the girl who accumulate the greatest number of points during the meet.

Mrs. Maher then reported on salary schedule negotiations. So far, the Divisional Board has refused to meet the salary negotiating committee.

The president, Mr. Fabian, reported on the East Central Zone Meeting held in Hardisty on May 7, and followed this with a newsletter from the Alberta Teachers' Association. The meeting concluded with his summary of proceedings at the Annual General Meeting recently held in Edmonton.

After adjournment the Amisk staff served lunch.

East Smoky Sub-local

A group of teachers of the East Smoky School Division, with others interested in children's welfare, met on May 7 at the home of Mrs. Wm. Chapman, Crooked Creek. They worked out the details of the track meets to be held at Debolt and Valleyview on May 23.

Mrs. Lundblad then gave a report of the Annual General Meeting held in Edmonton at Easter, which she attended as a delegate of the Grande Prairie Local. She reported in particular the speeches given by Mr. George G. Croskery, secretary of the Canadian Teachers' Federation, and Mr. R. E. McKay, Director of Field Service for the California Teachers' Association.

The hostess served lunch following the adjournment of the meeting.

Grande Prairie Local

The regular joint meeting of the Grande Prairie Local executive and the Sub-local representatives was held on Saturday, May 14, in St. Joseph's Academy.

Short reports of the Annual General Meeting were given by our three councillors, Mr. Kujath, Mr. Cavett and Mrs. Lundblad.

Arrangements are already being

made for the fall convention, concerning which the teachers will be circularized to decide on the convention centre—Grande Prairie or Beaverlodge. The matter of sending a representative to the Banff Alberta Teachers' Association Workshop was also thoroughly discussed.

Grande Prairie Sub-local

A meeting of the Grande Prairie Sub-local was held on May 6, in the Montrose Public School. Twenty-one teachers were present.

Mr. Kujath gave a very interesting and enlightening report on the last Annual General Meeting Convention.

Sr. Agnes then gave a report on the pamphlet, "Education at Market Prices". The report was very well given and was appreciated by all her listeners.

Lunch was served by the teachers of Montrose Public School.

The last meeting of the term will be held on June 10 in the Grande Prairie High School.

Macleod - West Sub-local

The Macleod - West Sub-local met in Granum on May 10, with the president, M. O. Edwardh, in the chair.

Final plans for the annual Divisional track meet were discussed. Each teacher was to be sent a copy of the preceding year's records.

Mr. A. McGregor, the chairman of the Divisional Board, spoke a few words of friendly greeting.

The Stavely School staff presented two very timely subjects for discussion. The topic of pensions was most ably handled by Mr. Sterling, who answered fully the questions presented by Mr. A. Nowicki, on the Alberta Teachers' Pension Plan.

A panel of the lady teachers, with A. Nowicki acting as chairman, gave the different problems pertaining to comic books, which are so widely read by children today.

Lunch was served by the Granum teachers.

June, 1949

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"I didn't do anything, and he hit me back."

Namoo Sub-local

At our last meeting final arrangements were completed for a Sub-local track meet to be held at Namoo on May 27. All schools in the Sub-local were to be mailed a list of events, rules and other information regarding this meet.

The majority of teachers, at one time or another, set tests on some, if not most, of the work they teach. It was felt that if all teachers would turn in, to the secretary of the Sub-local, copies of tests they made, or otherwise obtained, it would be possible to build up a collection of tests which would be available to any teacher.

All teachers wishing to join the Blue Cross Hospitalization Scheme submitted their names so that the necessary forms could be mailed to them.

Those on the projector committee were to draw up and submit to the Department of Education a list of films for the ensuing year.

Mr. Tetreau gave an interesting report on the Annual General Meeting.

Neutral Hills Local

On Saturday, May 14, the eastern half of the Neutral Hills Local held a meeting in the Kirriemuir teacherage. Mrs. Tinkess gave a report of the Annual General Meeting held in Edmonton Easter week.

After a discussion of the more pertinent matters a lunch was served.

Prairie River Sub-local

A meeting was held on May 7 at High Prairie in the Home Economics Building. Mr. Chohey, president, welcomed the McLennan Sub-local into the Prairie River Sub-local.

Mr. Pratt reported that the salary negotiating committee accepted the offer of the Board for an increase in increments from seven to eight.

A motion was made that members of the teaching profession, who are

members of other organizations, ask the support of their groups for federal aid for schools, that the candidates in the forthcoming elections might have it earmarked. The secretary was asked to write to available sources for information.

Miss Gladys Nordtorp reported on the Annual General Meeting, after which a discussion took place.

Lunch was served by Mr. Pratt and Mr. Leitch.

Rimbey Sub-local

The May meeting of the Rimbey Sub-local was conducted in the school under the chairmanship of Gordon Matthias. There were over 20 teachers in attendance.

The music festival rules were clarified and the track meet was organized.

G. D. O. Carr and Sidney Macklin led a discussion on the Code of Ethics. The chairman reported on the Annual General Meeting, which he attended.

Mesdames Collins and Winiarski served lunch. An outing at Gull Lake was planned for June 12.

Stettler Sub-local

The Stettler Sub-local held its May meeting in the Stettler School on May 14.

A luncheon was first held, followed by a business meeting. President D. Stevens was in the chair. Mrs. M. Jones, the regular secretary, was again on duty.

A newsletter from Head Office with regard to the workshop at Banff was read and discussed. A motion was passed that the Local be requested to send a representative to this workshop at Banff.

Mr. N. Muir and Mr. Arlendsen gave a very interesting report on the Easter Convention in Edmonton. The Sub-local was also very interested in the disposal of various resolutions at the Annual General Meeting, and some time was devoted to a consideration of these. President Stevens

thanked the two delegates for their very interesting report.

A memorial booklet regarding John Barnett was shown to the Sub-local members.

Mr. Rosenau thanked the members of the executive on behalf of the Sub-local members for their services during the year. Mrs. M. Jones thanked those members who had substituted as secretary for her during her absence due to illness.

Thorsby Sub-local

A meeting of the Thorsby Sub-local was held on April 27 at Sunnybrook.

A discussion took place on the forthcoming track meet. It was decided to have an elimination at five centres, followed by a final elimination for the whole Division.

Some criticism with regard to the story interest of the Grade I and II readers was expressed. A committee was nominated to investigate these readers.

The following topics were listed for discussion at the next Teachers' Institute: Standards, Compulsory Examinations, Reading Tests in Grade IX, Confidential Reports, and Exchange of Primary Readers Within the Division.

The meeting approved that medallions, purchased by the Thorsby Sub-local, be presented to the 1945-48 Grade IX scholarship winners at the next Home and School Meeting, to be held in Thorsby.

Following the meeting lunch was served at the home of Mr. and Mrs. A. Munden.

Vulcan Sub-local

The regular meeting of the Vulcan Sub-local was held Monday, May 9, at the home of Mrs. Shierman.

Teachers from Reid Hill, Red Cross and Vulcan were present.

The councillor, Mr. Kumlin, re-

ported on the Annual General Meeting. The track meet was discussed.

The next meeting is to be in the form of a picnic at Lake McGregor.

Lunch was provided and served by Mr. McKay and Mr. Holmes.

Wheatland Local

Teachers of the Wheatland Local met on Wednesday at Carseland for the last regular meeting of the school year.

After the reading of the minutes from the two previous meetings, discussion centred around arrangements for a track meet. The thirtieth of September was set as the date for this, with modifications being made in events, providing the Strathmore circular track is still not ready for use by then.

Mr. Crowther reported on the meeting of the salary negotiating committee.

A good discussion on guidance was enjoyed by the group.

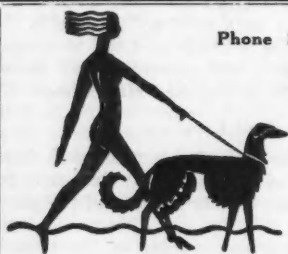
Plans were made for a Family-Affair picnic to be held in Hyndham Park, June 15.

Lunch served at the Slemko home concluded the evening.



"Who's smoking?"

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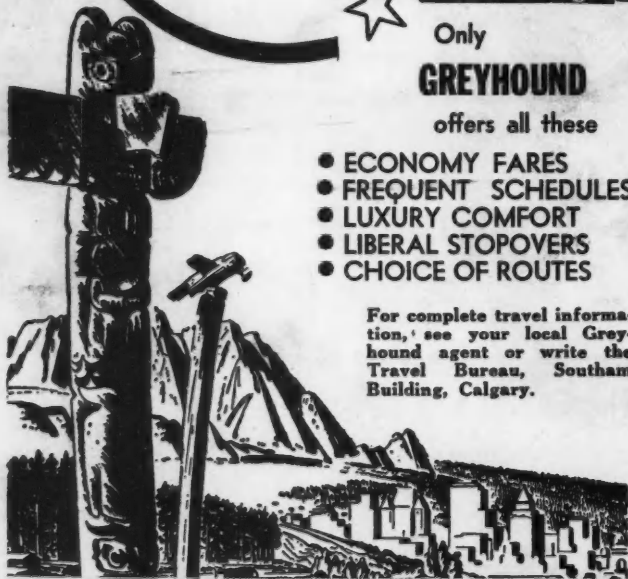


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